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ABSTRACT

The lessons and curriculum materials presented are interded for workers in various community development programs who wish to incorporate population education messages in an integrated and comprehensive manner. Each sample lesson plan includes a summary of its content, objectives, methodology, and intended audience. Four major development efforts are emphasized: (1) agriculture, (2) home economics and handicrafts, (3) nutrition and health, and (4) population dynamics and family planning. Among the instructional methods and materials used are role-playing, puppet shows, group discussions, posters, and pamphlets. This manual is one of a series of three assembled from workshops held and materials produced in Asia and Oceania. (Author/WB)

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POPULATION EDUCATION IN RURAL DEVELOPMENT PROGRAMMES: 3

A Collection of Curriculum Materials

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This collection of instructional materials is in response to a number of requests from around the world, most especially from the countries of Asia and Oceania, for sample lessons and learning materials which integrate population education into various out-of-school development programmes. The systematic introduction of population education into programmes of education for out-of-school youth and adults is a recent undertaking. While it is true that population education forms a part of the broader programmes of education and development, the quantity and quality of the population education content are determined by the objectives, priorities and content of the "mother" programmes and by the opportunities that the programmes make available for inclusion of the population education concepts. Thus unlike in the in-school sector, out-of-school population education does not exist as a separate and distinct programme.

Since many of the development and non-formal education programmes are not totally population education-oriented, the strategies and materials in use are not exclusively applicable to population education. The emphases of the materials are still on the subject focus of the mother programme. Population education content is often only implied and subsumed insignificantly under the main subject focus. On the whole, there seems to be a dearth of materials and strategies that have been expressly developed just for the out-of-school population education concepts.

It is for this reason that this set of instructional materials has been put together; but most specifically to:

a) assist development workers, functionaries, curriculum developers and other out-of-school professionals to locate appropriate entry points for integrating population education into development programmes and effecting the entry in such a way that there is continuity in content coverage, giving adequate treatment of population education topics and at the same time not distorting or leading away from the original purposes of the "mother" programme; and

b) encourage the users to go beyond the narrower interests of family planning and to explore other contexts within which population education could be relevant, so that the possibilities for integrating population education concepts into educational programmes for community development will be more systematic--elevating the field to status relatively greater than incidental.

All of the above objectives have made the selection and screening of the materials included in this collection quite difficult. The main sources of these materials are workshops and meetings which have been undertaken precisely to develop curriculum and instructional materials that will systematically integrate population education into non-formal education and development programmes. These workshops were held both at the regional and national levels and mainly funded and organized by the Unesco Population Education Programme. Three of these workshops were held at the regional level where the development of materials was a collaborative undertaking among participants from various Asian countries. The rest of the materials were derived from the results of national workshops held in

Indonesia, Bangladesh, India, Thailand, Malaysia and the Philippines. The rest of the materials were derived from publications of other international agencies.

ORGANIZATION OF THIS COLLECTION

This collection of materials is divided into two parts: a) the actual curriculum materials and lesson plans and; b) the syllabi or course outlines which are meant to provide the broader framework for identifying appropriate entry points for integrating population education content.

The actual lesson plans, on the other hand, have been further grouped into two parts: a) population education materials as integrated into literacy programmes using such literacy methods as reading, writing, arithmetic, language comprehension, visual perception techniques and group discussions, games and simulations, programmed instructions and others; b) population education materials as integrated into non-formal development education programmes such as health and sanitation, nutrition, family planning, green revolution, population dynamics, agriculture, poultry raising, handicrafts and others.

Each sample lesson is introduced by some initial information as to its content, objectives, methodology and level of users. As compared to the in-school set of instructional materials which has also been collected and put out into six booklets by the Population Education Clearing House, the materials contained in this collection are more varied in content, methodology and target users. The diversity can be attributed to the following factors:

a) the range of development organizations which incorporate the population education activities covers both government and private sectors at the national and local levels whose goals may be community development-oriented, population-oriented or business and commercial-oriented;

b) the audience is very heterogeneous especially in such characteristics as age, maturity, literacy, level of education, socio-economic and cultural background, religious beliefs and marital status. However, since a majority of the agencies concerned are involved in rural development activities, it is logical that, taken all together, the target audience is predominantly rural. As a whole, the out-of-school target audiences include youth, young adults, married couples, mothers, village workers and others. A significant portion is illiterate, and/or unskilled and/or unemployed;

c) the range of methodologies and strategies used for instruction logically follows the variety of educational backgrounds of the target audiences. Thus, the range and methodologies used include programmed instructions, group discussions with or without audio-visual aids, role-playing, problem-solving, puppet shows, games and simulations and other participatory methodologies;

d) the contents also cover a variety of specific emphases from fertility and fertility-related factors, demography and development subjects such as food, agriculture, nutrition, health, education, literacy and others.

The final goal of this set of materials is to provide the out-of-school workers with tools for welding population education concepts into existing non-formal

development education programmes so tightly that there could be no way for learners to have learned to read, write, compute, plant, cook and sew, for instance, without having been influenced by population education content and vice-versa.

The lessons in this booklet are not intended to be comprehensive. Hopefully these few lessons should generate more contributions from the users by providing us with actual lessons which they think can be of great use to other countries.

The Clearing House would appreciate feedback from the users regarding its use or non-use.

About This Part

The lessons and curriculum materials included in this part were derived from three main sources:

1. Workshop Report of the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education held in Nueva Ecija, Philippines from 18 to 29 June 1979. Attended by 19 participants from Bangladesh, India, Indonesia, Pakistan, Philippines and Thailand, the workshop was mainly devoted to the development of curriculum materials demonstrating how population education contents can be effectively integrated into the development activities in the community and the priority problems being faced by the target users. These problems and needs were identified from a study conducted on two communities near the site of the workshop. Based on these problems and needs, materials were developed, experimented and evaluated on the target users. The lessons and curriculum materials that cluded in this part focus on such topics as backyard vegetable gardening, dressmaking, poultry raising and population growth, majority of which seek to develop income-generating skills among the out-of-school audiences. This is explained by the fact that majority of the out-of-school youth and adults in the two communities expressed the need to engage in activities that will earn them their income. The participants of this workshop therefore used these problems and activities as vehicles and entry points for communicating population education messages to the villagers.

2. Resource Handbook on Integrating Family Planning and Home Economics by the American Home Economics Association. This source book grew out of a workshop for international home economics held in July 1975 wherein participants from Thailand, Malaysia, Sierra Leone, Jamaica, India, Ghana and Colombia developed and field tested lessons and curriculum materials to be used by field workers in working with village people. Four of the sample materials included in this collection, show the importance of providing good nutrition for women and children as a necessary prerequisite in effective planning of family size.

It also includes other family- and home economics-oriented topics such as communication between couples and costs of bringing up a child.

3. Report of the Sub-regional Group Training Course in Population Education held in Bangkok from 18 August to 5 September 1980. Attended by participants from Afghanistan, India, Nepal, Malaysia and Sierra Leone, the course provided basic training in all aspects of population education programme such as curriculum development, training and planning of a population education programme. Mainly, however, the participants underwent extensive training in developing population education curriculum, teaching units and sample instructional materials. One such example is the puppet play on migration and population.

On the whole, the lessons and curriculum materials contained in this section have been carefully and expressly developed for the use of the out-of-school workers in various development programmes who wish to communicate population education messages in a more direct and focused approach. In addition to the development workers, the other predominant group of users of these materials are the rural people, who are faced, day by day, with problems concerning food, nutrition, health, increasing family needs and means of livelihood. It is only by making them see and experience how population and family planning education can contribute to the solution of these problems can population and family planning education become an acceptable part of their daily existence. Hopefully, the lessons in this section can effectively demonstrate these interrelationships and provide the fieldworkers with the skills to show the villagers these interrelationships. Furthermore, the lessons are made much more interesting because of the varied methodologies which have been employed to demonstrate these interrelationships. These methods include role-playing, puppet shows, group discussions, modular programmed instructions, games and other participatory techniques which make use of audio-visual aids such as flipcharts, posters, comic books, pamphlets slide tape and others. This section covers four major development areas wherein population education concepts can be effectively interwoven: (a) agriculture; (b) home economics and handicrafts; (c) nutrition and health; and (d) population dynamics and family planning.

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CONTENT:	BACKYARD VEGETABLE GARDENING AND POPULATION PLANNING
OBJECTIVES:	1. *To show how backyard vegetable gardening can help raise the income of families.* 2. *To illustrate the various steps in planning the garden and the living environment of the family.* 3. *To give tips on what vegetable to plant, how many to plant and how to plan one's family welfare and family size.* 4. *To give the various steps in caring for the plants.*
METHODOLOGY:	PAMPHLET
LEVEL OF USERS:	RURAL FOLKS

BACKYARD VEGETABLE GARDEN

Introduction

How lucky are those families who eat balanced FOOD! Better food includes corn, rice, green, leafy and yellow vegetables, root crops and tubers, sugar, butter and oil, eggs, fish and meat. Every family would like to have balanced food for its members.

Not all families in our country have the privilege of getting good food. By not getting good and adequate food, people begin to suffer from malnutrition, diseases like anemia (lack of blood), night blindness, loose skin, bulging bellies and rickets among children. Due to lack of resistance against diseases, children start suffering from cold, fever, bronchitis, etc. The present nutritional standards of our families are poor. The growing size of our families has further aggravated the problem.

The present population of our country is estimated at 46 million. To provide adequate good food to our people various efforts are being made in our country by the government and non-government organizations, to boost up food production. Backyard

vegetable gardening is just one of them.

Why Should We Have A Backyard Vegetable Garden?

* Produce fresh vegetables for the family.
* Develop better health and improvement in nutritional standards of the family.
* Understand the relationship between the family size and production and consumption of vegetables to improve the quality of life.
* Utilize the vacant space for growing vegetables in the backyard.

* Utilize leisure time purposefully.
* Supplement the family income.
* Improve environmental sanitation and make our homes more attractive.

Page 1

KINDS OF BACKYARD VEGETABLE GARDEN:

According to the availability of land, the backyard vegetable gardens can be broadly classified into three kinds namely:

1. Backyard Vegetable Gardens for Rural Areas Having Sufficient Space:

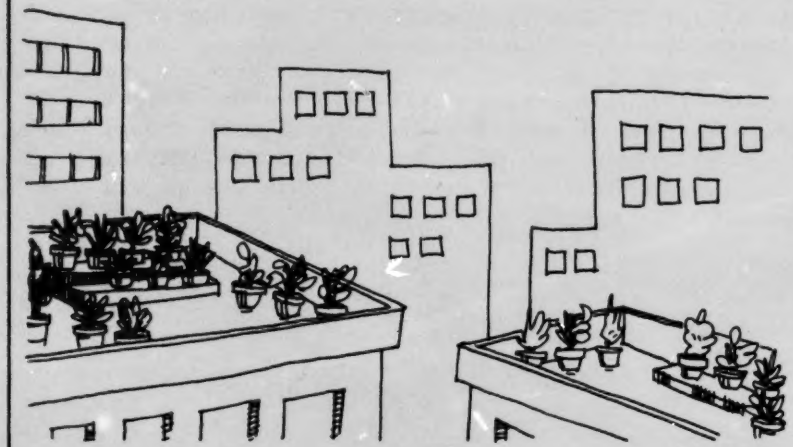
   These vegetable gardens besides meeting the daily requirements of fresh vegetables for the kitchen also supplement the family income. The fruit plants like banana, papaya, coconut, lemon and calamansi and other perennial vegetables find a place in the garden layout. A detailed layout plan of such a vegetable garden is given in the end.

2. Backyard Vegetable Gardens for Small Towns:

   In towns and cities where sufficient space for a bigger vegetable garden is not available, smaller size gardens can be planned. Necessary modifications in the attached layout plan can be made accordingly.

3. Vegetable Gardens for Big Cities:

In big cities very little land is available for vegetable gardening. The plants are grown in earthen pots, wooden packing cases or on top of the roof. The choice of growing vegetables is limited to few crops like squash, upo, ampalaya, spinach, lettuce, and leafy vegetables.



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HOW TO START A BACKYARD VEGETABLE GARDEN:

A. Prepare the Layout Plan:

1. Locate the land area available for the vegetable garden.
2. Clean the land.
3. Prepare plan of the garden.

A suggestive layout plan for the backyard vegetable garden is attached. The plan includes division of available land into plots, crop rotation plans to ensure soil fertility and regular supply of fresh vegetables and fruit plants. Necessary modifications in the layout plan can be made according to the availability of land, water and other resources. It can be implemented in two or three installments spread over a period of two or three years.

"As You Plan Your
Vegetable Garden,
So Do Your Family"

B. Selection of Vegetables for Planting:

For effective backyard gardening one should know the kinds of vegetables grown in different seasons of the year, which vegetables to plant on the same plot in different seasons (crop rotation) in order to maintain regular supply of fresh vegetables and fertility of the soil.

The vegetables and fruits are divided into several groups to meet our body requirements such as green vegetables (eggplant, tomato, ampalaya, okra, squash), leafy vegetables (spinach, lettuce, gabi, pechay), tubers and roots (potato, sweet potato, carrot, radish, garlic, ginger, casava) and fruits. Select vegetables for planting in such a way that you get some vegetables from each group daily.

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C. Preparation of Soil and Use of Fertilizers:

1. Avoid selection of heavy (clay) soil for your vegetable garden. Light soil with sufficient organic manures are easy to work and good for plant growth. Dig the soil at least 18 cms. deep, pulverize and level it.

2. As we require different kinds of food to maintain our body so do the plants. Fertilizers

are of two kinds namely organic fertilizers (animal manure, compost) and chemical fertilizers (urea, ammonium sulphate, potassium sulphate, super phosphate). Fertilizers like urea and ammonium sulphate are good for leafy vegetables and vegetative growth of the plants while super phosphate fertilizers show their effect on the root crops and fruit setting. If we do not apply proper doses of fertilizers in our land its fertility will go down and we will get poor yield from our garden.

The same principle applies to human beings. If a woman continues to procreate every year without spacing between age of two children, her capacity to give birth to healthy babies will be

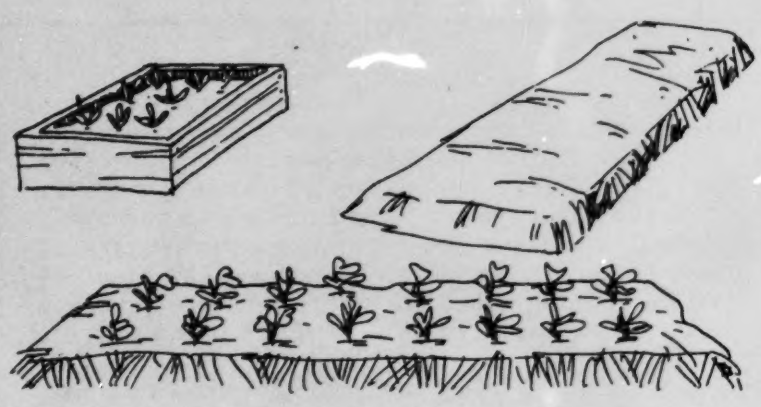
reduced. Nobody wants undernourished and unhealthy children.

D. Seeds, Seedlings and Their Planting:

Seeds of vegetables like beans, okra, squash, ampalaya, cowpea and sweet corn are directly sown in the plots. There are some vegetables like eggplant, cauliflower, cabbage, tomato whose seedlings are first raised in small seedbeds and later transplanted in the plots. It is better to purchase quality seeds and seedlings from certified sources. This will avoid the future risk of getting poor yield due to sub-standard seeds and seedlings.

The seeds and seedlings planting should be done at proper space to enable the plants to grow healthier. Sprinkle the water after planting the seedlings. Plant the seedlings preferably in the evening. When the seedlings are ready for

transplanting, spray them with a solution of 30 grams of ammonium phosphate or 20 grams of ammonium sulphate dissolved in 1 gallon of water. This will speed up their growth.



Our children are like small seedlings of plants. They can grow healthier only if we properly space and nourish them.

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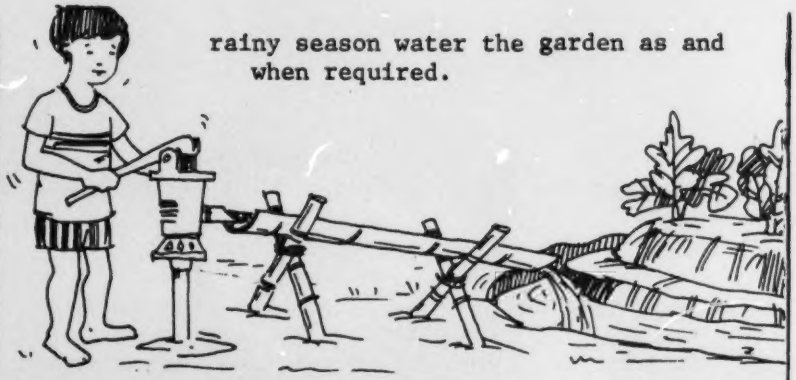
E. Watering Arrangements:

Vegetables need much water in order to grow robust or to bear more fruits. Water the plants at an interval of 10-15 days during dry season. In rainy season water the garden as and when required.



Make use of kitchen and bathroom water for irrigation purpose. The best way to do this is to:

Connect the water drain with the irrigation drain of the vegetable garden. If these sources do not fulfil the requirements, use hand pump as a source of water supply. Remember leafy vegetables require more frequent waterings than other vegetables.

F. Care against Weeds, Insects and Diseases:

Any foreign plant other than the main crop in the plot is known as weed. They compete with our crop for moisture and nutrients or plant food from the soil. Remove the weeds from time to time by pulling them out or treat with weedicides.

The plants are also affected by various pests and diseases. To ensure healthy growth of plants, a close vigilance is essential. Therefore soon after you observe some symptoms of a disease or attack of pests on your plants consult the nearest agricultural technician and work as per his/her advice in order to control the attack. Avoid using vegetables (specifically leafy) soon after the spray of insecticides. Diseased plants should be removed by pulling them out.

The human being is also affected by various diseases. To ensure safety of their health, preventive and curative measures such as immunization, use of prescribed medicine, etc., are taken but the medical treatment is becoming more and more expensive. On the other hand try to keep your family small. In this way the limited resources could be used for the welfare of the family members rather than spending it on medical treatment.

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G. Harvest the Crop at Proper Time:

1. Leafy Vegetables:

Harvest leafy vegetables such as lettuce, mustard, gabi, spinach and pechay when enough vigorous leaves are formed and before the stalks wilt out.

Harvest cabbage when heavy enough in relation to size and softness. Bulging and cracked heads indicate over-maturity.

2. Green Vegetables:

Okra is harvested when young pods snap readily. Harvest ampalaya (bitter gourd), beans and eggplant when they are tender. Pluck tomatoes when they start becoming red.

H. Investments and Gains:

To begin with, you may have to spend about ₱ 50.00 for purchase of essential tools and seeds, digging of land and its layout. You will get in return vegetables worth more than ₱800.00 in a year for your family. Besides this, there are a number of other gains such as improvement of environmental sanitation, purposeful utilization of leisure time of all members of the family and harmonious relationship between the family members.

If you want to ensure

- Adequate supply of fresh vegetables to your family.

- Better nutrition and health.

- Protection against diseases.

- Additional income to family.

"Plant Your Backyard Vegetable Garden Immediately".

KEEP YOUR FAMILY SMALL AND BE HEALTHY

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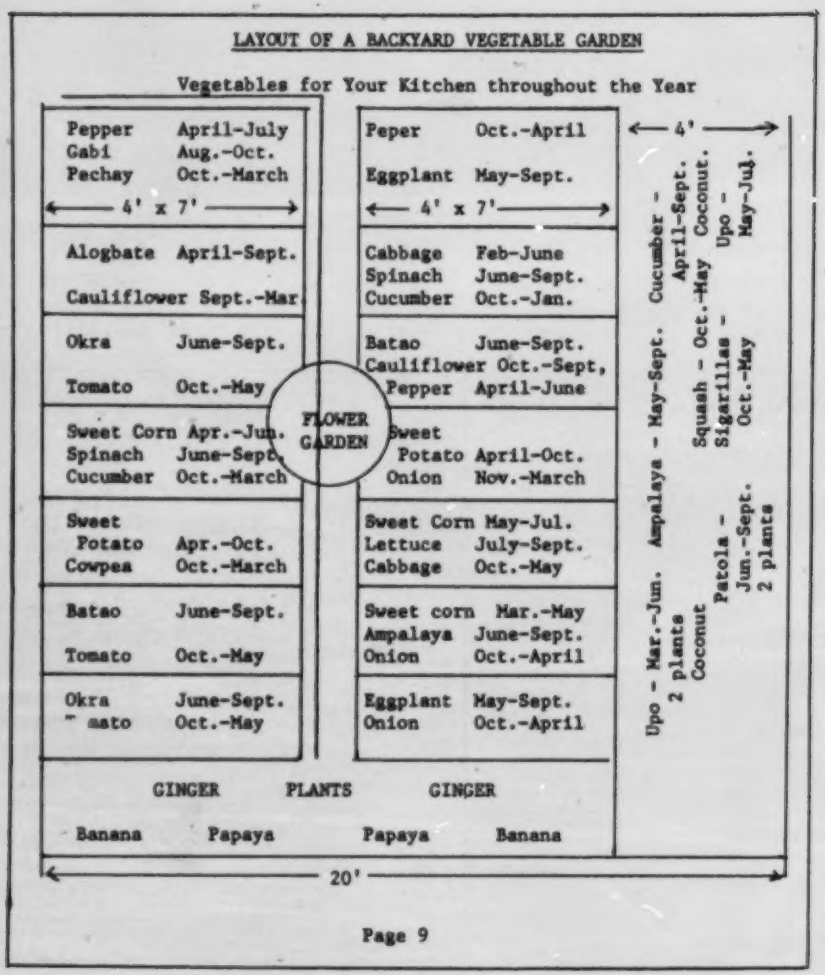

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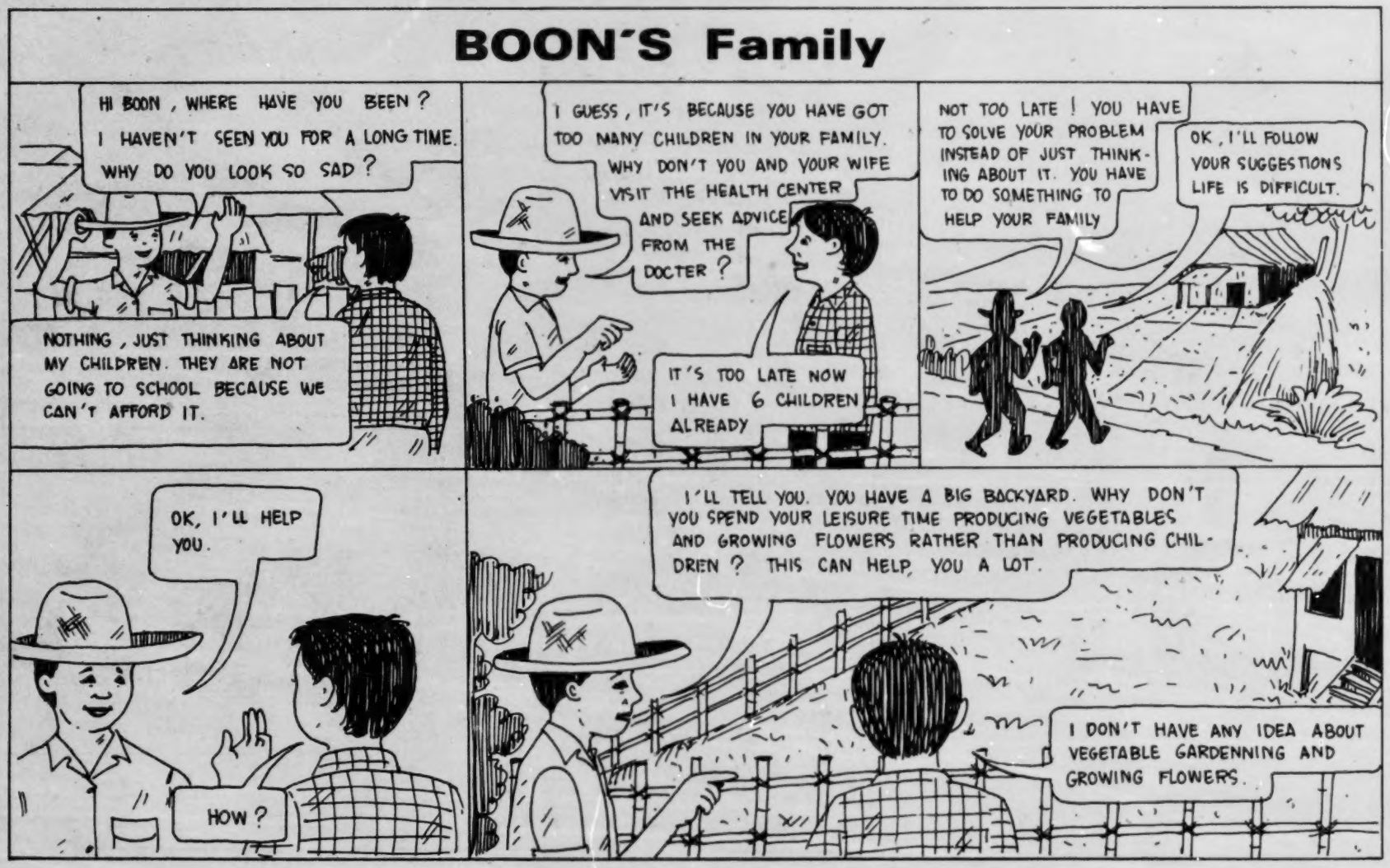
Excerpted from: *Grow more vegetables and be healthy; a guide to backyard vegetable gardening.* A sample instructional material prepared at the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija (Philippines), 18-29 June 1979. 20 p.

CONTENT:	BACKYARD VEGETABLE GARDENING AND POPULATION PLANNING
OBJECTIVES:	1. *To show how backyard vegetable gardening can help raise the income of families.* 2. *To illustrate the various steps in planning the garden and the living environment of the family* 3. *To give tips on what vegetables to plant, how many to plant and how to plan one's family welfare and family size.* 4. *To give the various steps in caring for the plants.*
METHODOLOGY:	COMIC BOOK
LEVEL OF USERS:	RURAL FOLKS

BOON'S Family


HI BOON, WHERE HAVE YOU BEEN? I HAVEN'T SEEN YOU FOR A LONG TIME. WHY DO YOU LOOK SO SAD?
NOTHING, JUST THINKING ABOUT MY CHILDREN. THEY ARE NOT GOING TO SCHOOL BECAUSE WE CAN'T AFFORD IT.
I GUESS, IT'S BECAUSE YOU HAVE GOT TOO MANY CHILDREN IN YOUR FAMILY. WHY DON'T YOU AND YOUR WIFE VISIT THE HEALTH CENTER AND SEEK ADVICE FROM THE DOCTER?
IT'S TOO LATE NOW I HAVE 6 CHILDREN ALREADY
NOT TOO LATE! YOU HAVE TO SOLVE YOUR PROBLEM INSTEAD OF JUST THINKING ABOUT IT. YOU HAVE TO DO SOMETHING TO HELP YOUR FAMILY
OK, I'LL FOLLOW YOUR SUGGESTIONS LIFE IS DIFFICULT.
OK, I'LL HELP YOU.
HOW?
I'LL TELL YOU. YOU HAVE A BIG BACKYARD. WHY DON'T YOU SPEND YOUR LEISURE TIME PRODUCING VEGETABLES AND GROWING FLOWERS RATHER THAN PRODUCING CHILDRIEN? THIS CAN HELP YOU A LOT.
I DON'T HAVE ANY IDEA ABOUT VEGETABLE GARDENNING AND GROWING FLOWERS.

WHAT DO YOU KNOW, PRODUCE CHILDREN?

I DON'T HAVE ENOUGH MONEY FOR GARDENING.

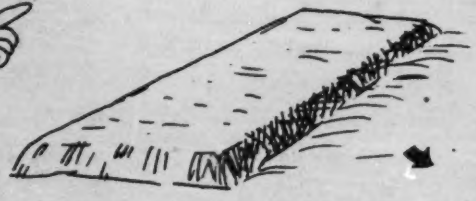
BOON YOU ARE NOT STUPID BUT IF YOU WANT I CAN HELP YOU. JUST HAVE A SMALL AMOUNT OF MONEY TO BUY SEEDS, THEN I WILL TELL YOU HOW TO PLANT. COME HERE, LOOK AT MY BACKYARD GARDEN.

IT'S VERY NICE BUT IS IT DIFFICULT TO DO?

NO, NOT AT ALL. YOU HAVE TO PREPARE THE LAND, THEN DO THE FOLLOWING:

1. Plant the seeds in seed beds.

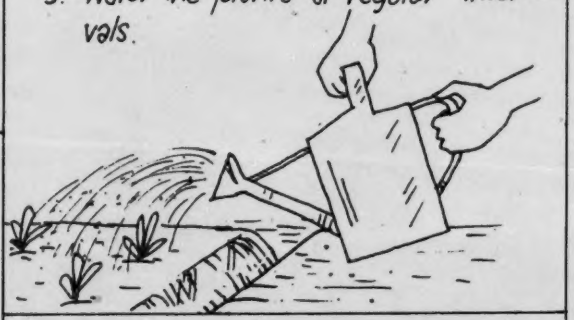
2. Transplant the seedling into garden plots.



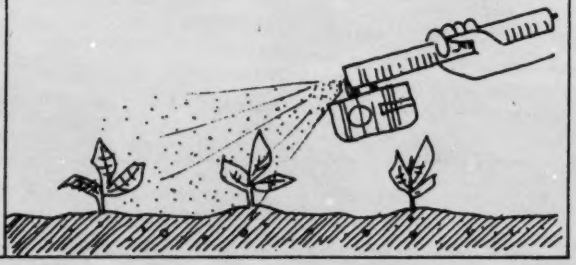
3. Plant them at equal spaces

4. Sprinkle fertilizer around the plants.

5. Water the plants at regular intervals.



6. Use pesticides to prevent pests.



7. Pluck the vegetables in the proper way.
OH, IT' SO EASY! I NEVER KNEW IT BEFORE.
YES IT'S VERY EASY. BUT YOU HAVE TO TAKE GOOD CARE OF YOUR PLANTS AS YOU TAKE GOOD CARE OF YOUR CHILDREN.
NOW, TELL ME THE ADVANTAGES OF HAVING A VEGETABLE GARDEN.
IF YOU HAVE A BACKYARD GARDEN YOU DON'T HAVE TO BUY YOUR VEGETABLES ANYMORE. YOU CAN SAVE A LOT OF MONEY.
IS THAT ALL?
NO, VEGETABLES ARE GOOD FOR YOU AND YOUR FAMILY FRESH VEGETABLES PROVIDE NUTRITIOUS FOOD ESPECIALLY FOR THE GROWING CHILDREN. BESIDES THIS, YOU MIGHT GET SOME MONEY BY SELLING THE EXTRA VEGETABLES.
I GOT TO GO NOW. THANK YOU VERY MUCH. I WILL FOLLOW YOUR SUGGESTIONS.
1 YEAR LATER...
HI, NOI, STILL PRODUCING MORE CHILDREN?
NO NOT EXACTLY. COME AND SEE OUR BACKYARD.

OH! YOU HAVE A NICE VEGETABLE GARDEN!
REALLY?
SURE! YOU HAVE DONE A GOOD JOB.
MY HUSBAND AND OUR CHILDREN HAVE BEEN HELPING ME A LOT.
IT IS VERY NICE.
DO YOU KNOW THAT SOMETIMES I GET EXTRA MONEY FROM SELLING VEGETABLES AND FLOWERS.
OH! GOOD. WHERE IS BOON?
HE'LL BE COMING SOON. WOULD YOU LIKE TO WAIT FOR HIM? I'LL GIVE YOU A CHAIR.
NO, I DON'T THINK I WILL WAIT FOR HIM. WHERE ARE YOU GOING?
I'LL GO TO MARKET TO SELL MY EXTRA VEGETABLES AND FLOWERS. I'LL BE BACK SOON.
WHERE ARE THE CHILDREN?
ALL OF THEM HAVE GONE TO SCHOOL AND HAVEN'T RETURNED YET. OH! THAT'S MY HUSBAND, HE IS COMING. SO I GOT TO GO NOW. SEE YOU LATER.
END

Excerpted from: *Boon's family*. A sample instructional material prepared at the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija (Philippines), 18-29 June 1979. 4 p.

CONTENT:	BACKYARD VEGETABLE GARDENING AND POPULATION PLANNING
OBJECTIVES:	1. *To show how backyard vegetable gardening can help raise the income of families.* 2. *To illustrate the various steps in planning the garden and the living environment of the family.* 3. *To give tips on what vegetables to plant, how many to plant and how to plan one's family welfare and family size.* 4. *To give the various steps in caring for the plants.*
METHODOLOGY:	MODULAR INSTRUCTION
LEVEL OF USERS:	RURAL FOLKS

MODULE 1: BACKYARD VEGETABLE GARDENING CAN HELP YOU.

To The Reader

Look at your surroundings. Do you notice the big and unused backyard of many houses? You and the other people in your village can make full use of these backyards. One of the things that you can do is to have a vegetable garden.

This module will tell you why you should plant vegetables in your backyards. It will tell you how backyard vegetable gardening can help you and your family.

So go on reading the following pages.

What You Can Do

After you have finished reading this module, it is expected that you will be able to do the following things:

1. Explain to your family, friends and neighbours the importance of backyard vegetable gardening.

2. Discuss with the people around you the effects of the number of children in a family on the supply of fresh vegetables, income, savings, chances for employment and migration behaviour.

A Few Reminders

Before reading the rest of the module, it will be helpful if you remember the following things:

1. You will find some exercises in several pages of this module. Answer these but write your answers on a separate piece of paper.

2. After writing down your answers, compare them with the answers given at the back of the page where the exercises are written. This will tell you where the exercises are written. This will tell you whether you got the correct answers or not.

Now go on reading the following pages.

Vegetable Gardening and Food Supply

A vegetable garden in your backyard will give your family a supply of fresh vegetables to eat.

If you have a large family, you will need to grow more vegetables to provide an adequate supply for your family.

If you have a small family, you may not need to grow more vegetables to provide an adequate supply for your family. However, you may need to grow more if you want extra vegetables to sell.

An adequate supply of fresh vegetables will improve the nutrition of your family. Proper nutrition will help improve the health of your family.

1. *A backyard vegetable garden will give the family a supply of* _____ _____

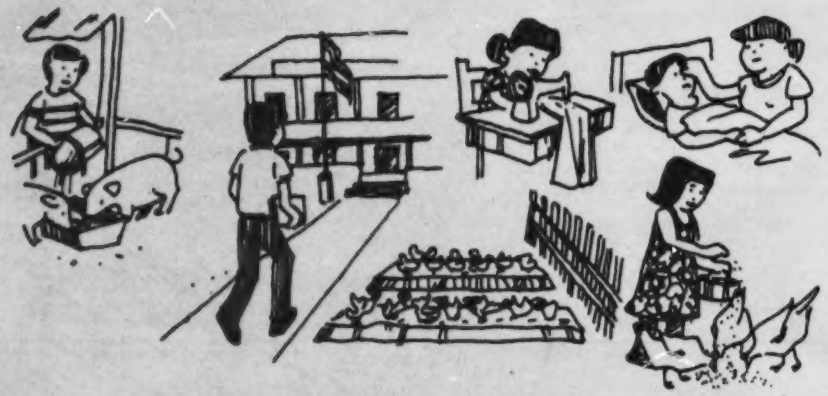
2. *Eating adequate amount of fresh vegetables will help make your family* _____.

Answers:
1. fresh vegetables
2. healthy

Vegetable Gardening and Income

Read the conversation below between two housewives.

"I see you have bought many things from the market. I envy you. You have much money to spend



for your family," said Aling Pilar to Aling Julia.

"We don't have much money but we have enough for our needs," said Aling Julia. "Our vegetable garden in the backyard is a big help. We cannot eat all the vegetables that we raise. We are only four in the family. What we cannot eat I sell in the market. With this extra money, I can buy things for my family."

"Why haven't I thought of raising vegetables as a means of supplementing our income?" said Aling Pilar. "I'll tell my husband about this."

1. *Where did Aling Julia get extra money to buy things for the family?*

2. *What did backyard vegetables raising do for the family?*

Answers:

1. From the sale of vegetables produce they cannot eat.

2. Add to the family income.

Vegetable Gardening and Savings

Aling Julia is right. A vegetable garden can supplement the family income if your family is small and you grow more vegetables.

Additional income will give the family more chance to save.

Family savings can be used in time of sickness and other emergencies.

It can be used for further education of children.

It can be used for putting up a small store, buying pigs or poultry for backyard raising, and buying a sewing machine.

A small store, raising pigs or poultry or sewing dresses for other people will further increase the family income.

1. Additional income from vegetable raising will give the family more chances to_____.

Answer:

1. save

Vegetable Gardening and Proper Use of Idle Lands

Read what these two girls say to each other.

LET'S SIT HERE IN THE YARD. IT'S COOLER HERE AND FREE OF DUST
THAT'S BECAUSE YOUR YARD IS FULL OF PLANTS. LOOK AT THOSE VEGETABLES. IT'S NICE TO LOOK AT THEM, SO GREEN AND HEALTHY

FATHER DOES NOT WANT TO SEE ANY IDLE LANDS IN OUR BACKYARD. HE SAYS IT'S SUCH A WASTE. SO HE PLANTS VEGETABLES IN EVERY AVAILABLE SPACE
YOUR FATHER IS RIGHT. RAISING VEGETABLES IS A GOOD WAY OF USING IDLE LAND WHICH OTHERWISE WOULD BE UNPRODUCTIVE. PLANTS ARE NOT ONLY PLEASING TO THE EYES. THEY ALSO PREVENT THE SOIL FROM BEING BLOWN BY THE WIND AND CARRIED AWAY BY RUNNING WATER.

Let us see if you can answer the following:

1. *What is one way of utilizing idle land properly?*
2. *What are the advantages of having vegetable plants in the backyard?*

Vegetable Gardening and Leisure Time

Doing nothing during your leisure time will not help yourself and your family. You need to spend your leisure time profitably.

Raising vegetables in the backyard is one good way of spending your leisure time profitably.

This will give you something to do that will keep yourself from being bored. This will also help you keep away from other people who cannot teach you something good.

Raising vegetable during your leisure time will also help improve the life of your family. This can give them more food and more income.

1. *How can backyard gardening help yourself?*

2. *How can it help your family?*

Answers:

1. *Plant vegetables*

2. *Raising vegetables in the backyard makes the land*
   a. *productive or profitable*
   b. *pleasing to look at*
   c. *cool*
   d. *dust free*

It prevents the soil from being carried away by wind and running water.

Answers:

1. *It will give you something profitable to do during your leisure time. It will keep you from getting bored.*

2. *It can help improve the life of your family.*

Vegetable Gardening and Self-employment

Having a backyard vegetable garden gives self-employment to people in the village.

Having self-employment may keep young people in the village from migrating to the cities.

Keeping the young people in the village who have self-employment can help make the village progressive. It will also prevent migration to the cities of young people without adequate training.

Migration of unskilled workers from the village to the cities increases the problems of unemployment, overcrowding, housing shortage and others in these places.

1. *Engaging in backyard vegetables gardening gives _____ to people in the village.*

2. *Self-employment may keep people in the village from migrating to the _____.*

Answers:

1. self-employment

2. cities

Something to Do

Now that you have finished reading this module, would you like to find out how much you have learned about the importance of backyard vegetable gardening?

Try answering the following:

1. *Give at least three reasons why backyard vegetable gardening is important.*

2. *If you have a small family which of the following sentences are true. Write the letter of these sentences.*

a. A small family needs less supply of vegetables to eat than a large family.

b. A small family needs to grow more vegetables than a large family to provide an adequate supply of this to its members.

c. It will be easier for a small family than a large family to provide its members an adequate supply of fresh vegetable assuming that both families have the same small income.

d. Assuming that both families produce the same quantity of vegetables, the small family has more chances to have additional income from the sale of extra vegetables than the large family.

e. Assuming that both families have the same amount of income, the large family has more chances to save than the small family if both get the same amount of additional income from the sale of extra vegetables.

Answers:

1. any three of the following:
   a. Gives supply of fresh vegetables to the family
   b. Improves the nutrition and health of the family
   c. Gives additional income to the family
   d. Increases the chances of family to save
   e. Enables profitable use of leisure
   f. Allows profitable use of idle land
   g. Provides self-employment
   h. May prevent migration of unskilled village people to the cities

2. a, c, d.

MODULE 2 - PLANNING YOUR BACKYARD GARDENING

What Does This Module Contains

This module, which is second in a series, contains instructions on what you need to do before you actually start to work on your garden. It will guide you through various steps in planning your garden.

It also contains brief considerations on family welfare, specifically on planning the living environment of the family.

It is hoped that upon completing this module you will also have completed the planning of your garden.

It is also hoped that going through the set of modules will help you in more systematic planning of your family welfare.

THE SIZE OF YOUR BACKYARD GARDEN

1. How big an area (in square meters) do you have available for your garden?

   take its measurements

   length _____ m width _____ m

   total area _____ sq. m.

   write this total area in the garden space in the illustration.

2. How many members are there in your family?

   _____

   For your family of _____ you will have a garden of _____ sq. meters.

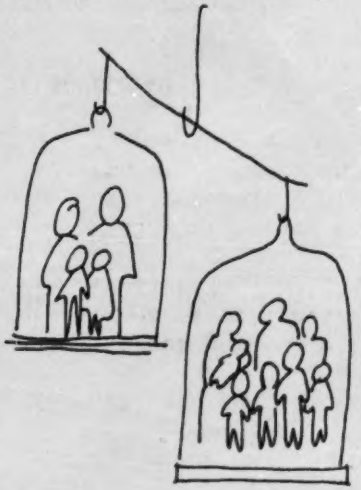
GARDEN SIZE AND FAMILY SIZE

1. A home garden should not exceed 50 square meters, in order that the family can easily supervise and take care of the garden.

2. A fairly good size home garden should have an area of at least 15 square meters.

3. Of course you can still have a good backyard garden if the available area is smaller than 15 square meters.

Whatever the size of your garden area you will need to know and plan how to get the most out of it.



FAMILY WELFARE AND FAMILY SIZE

The magnitude of effort a family has to make in order to provide for basic needs is determined in part by the size of the family.

A large family will require more resouces because consumption is greater.

On the other hand, providing for the needs of a small family will be more manageable. Thus, given the same size of backyard garden with the same amount of produce, a smaller family will have adequate or more supply of vegetables than a bigger family will get.

Something To Do

On this page

a) Write your reflections and observations about small and large families.

b) Try your own illustration to express your reflections.

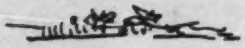
BEFORE YOU START WORK ON YOUR GARDEN

There are five things to check and be sure about when planning your backyard garden. Read about these five things in the following pages.

a. SUNLIGHT AND OPEN SPACE

Vegetables need plenty of sunlight.

Your garden must receive direct sunlight for at least half a day.



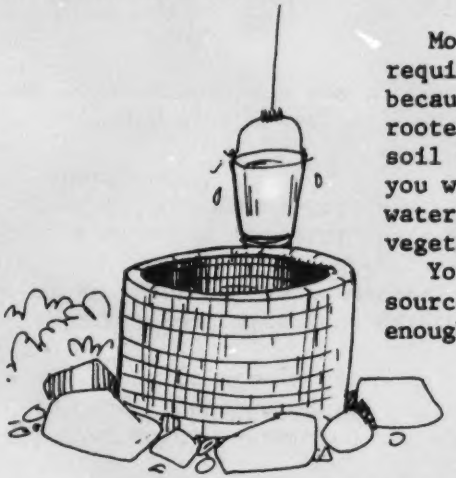
Your garden must be in an open space.

Investigate and check:

1. Is your garden in an open space? Are there big trees or tall buildings that block off the sunlight? _____

2. Will your garden receive direct sunlight for at least half a day? Observe and record the number of hours and time of the day sunlight shines in your garden. _____

b. SOURCE OF WATER



Most vegetable crops require regular watering because they are shallow-rooted. The surface of the soil dries up easily. So you will constantly need water for watering your vegetables.

You should have a source of water close enough to your garden.

Activity: Draw a map of the location of your source of water.

map:

a) What is your source of water? _____

b) How far is it from your garden? _____

c. SAFETY OF THE SOIL

Vegetables grown in contaminated soil are polluted. The soil in the backyard can be contaminated with harmful organisms and parasites:

- if there are no sanitary toilets

- if there are no proper sewage disposal.

If you do not have proper sewage disposal, you may want to work on this problem first before you start work on your home garden. Or you may keep your garden at a safe distance from the toilet area.

d. KIND AND QUALITY OF SOIL

What kind of soil do you have in your planned backyard garden?

loam _____
sandy loam _____
clayey _____

The soil best suited for vegetables is loam or sandy loam.

Clayey soil may be improved by adding organic matter like compost, chicken or animal manure.

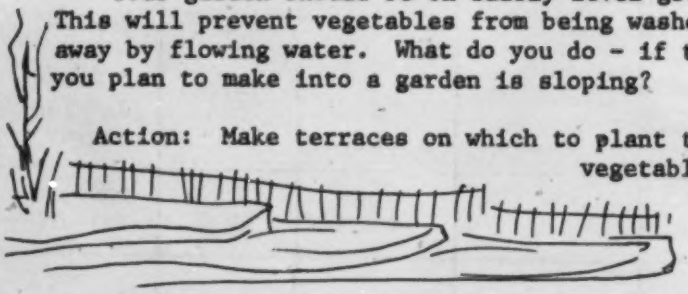
Formula: For each square meter area, mix a big kerosene canful of manure (5 gallon capacity).

A simple check: <u>A soil that can support a good crop of weeds is a good sign that it can support a good crop of vegetables.</u>

e. LEVEL OF GROUND

Your garden should be on fairly level ground. This will prevent vegetables from being washed away by flowing water. What do you do - if the area you plan to make into a garden is sloping?

Action: Make terraces on which to plant the vegetables.



Investigate and write down the description of the situation on the space below:

sunlight a _____

water source b _____

soil safety c _____

soil type d _____

level of ground e _____

Having investigated and checked out the five requirements, list down the things you will attend to <u>first</u> before you start working on your garden.

Before You Start Working on Your Garden

_____

_____

_____

_____

PLANNING THE LIVING ENVIRONMENT OF THE FAMILY

The care that one puts into making the conditions right for a good home garden should be given too to planning the welfare of the family. Much more so. A similar checklist of conditions will be useful for assessing your own living conditions and the overall environment around you.

1. People need adequate sunlight, unpolluted air, and adequate space to live in happily.

2. People need adequate supply of potable, safe water for drinking and other household needs.

3. People need sanitary surroundings to keep healthy and prevent diseases.

4. People, especially children and youth need a psychologically, emotionally healthy family and community environment to grow up in.

5. People have a role to play in saving scarce resources, promoting proper land use. Natural obstacles can be overcome with human ingenuity.

Something To Do

Taking these 5 concerns, fill out the columns below:

1. sunlight, air and space				
2. safe water				
3. sanitation				
4. quality of care				
5. conservation of energy, and resources				
	condition	what needs to be done	what actions to undertake	with whom

MODULE 3 - YOUR PLANTING PLAN

TO THE READER

Third in a series, this particular module contains tips to help you decide on what to plant and how many to plant. It also has tips for managing your garden and planning your family welfare and completed family size.

Upon completing this module, you will have done your planting plan. You will also have worked through your family plan.

1. DECIDE ON WHAT TO PLANT, HOW MANY TO PLANT

Consider the following:

1. Different vegetable crops require different lengths of time for maturing.

   Think of two vegetables that illustrate the different times for maturing.

2. Different crops consume different ground area.

   Think of two examples that illustrate the difference.

3. Some varieties are more productive than others, more resistant to insects and pests than other varieties.

   Think of examples.

4. Some crops are more nutritious than others.

   Do you know some examples?

5. Your family members prefer some vegetables to others.

   List down the vegetables they prefer.

CONCLUSIONS FROM THE PRECEEDING CONSIDERATIONS

	Therefore:
You are raising vegetables for your family	- Select vegetables that your family likes to eat.
for nutritious food	- Select crops that are nutritious.
You will want to avoid unnecessary difficulties	- Select crops that are easy to grow and resistant to insects and pests.
You need to make the most of your small garden area	- Avoid planting space-consuming crops, unless they can be made to climb upright trellises, trees or structures such as sheds.
You want to make your garden as productive as possible	- Select varieties that are productive. Prefer crops that will allow the family to harvest over a long range of time to those that have to be harvested all at one time or over a short period of time.

Take a further look at the last point. It is about an important practice in home gardening:

2. RELAY PLANTING

1. Harvesting crops more often tends to increase the total yield.
   This is so because the life of the crop is lengthened and therefore more harvest can be obtained per crop per season.

2. The advantages of long harvesting period can be achieved through relay planting of short maturing crops. Relay cropping or intercropping of early maturing crops such as pechay or mustard with late maturing ones such as sweet corn, tomato and pepper or sweet corn with potato, cabbage, okra, sweet potato and beans.

3. For more harvest, concentrate only on those crops which respond to intensive cultivation.

PLANT ALONG THE FENCE

Vegetable crops like kudios, malunggay, upo, patola, and fruit crop like banana and papaya can be planted along the fence.

Malunggay, which is very nutritious, should be planted in every garden.

Katuray and other fruit trees that can also be used as vegetables may also be included where the area allows.

3. PROGRAM ACTIVITIES IN THE GARDEN

The use of a limited garden area can be maximized by proper programming of the activities in the garden throughout the year.

First, list down the crops you have decided to plant, indicating the months required to mature.

Crops:	Months required to mature

Then draw up a planting plan similar to the sample shown in the following page:

SUGGESTED PLANTING PLAN FOR SMALL GARDEN (25 Sq. m)

Lot No.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
1	Sweet Potato (5.0 m)			Bush sitao/Cowpea Vegetable Soybean (5.0 m)			Pechay Mustard (5.0 m)	Tomato/Eggplant/ Pepper (5.0 m)		Pechay (5.0 m)		
2	Bush Sitao/Cowpea Vegetable Soybeans (5.0 m)			Mustard (5.0 m)	Amaranthus Pechay (5.0 m)		Vegetable Soybeans Bush Sitao/Cowpea		Native Squash (5.0 m)			
3	Unplaned Kangkong (5.0 m)			Unplaned Kangkong (5.0 m)			Chinese Cabbage (5.0 m)	Pechay Mustard (5.0 m)	Bush Sitao/Cowpea (5.0 m)			
4	Eggplant/Tomato/ Pepper (5.0 m)			Sweet Potato (5.0 m)			Unplaned Kangkong (5.0 m)		Unplaned Kangkong (5.0 m)			
5	Okra (5.0 m)			Tomato (5.0 m)			Cabbage (5.0 m)		Tomato (5.0 m)			

5. BASIC ASSIGNMENTS

If members of the family are going to help tend the garden it will be good to specify who will be responsible for what, at which time. If necessary, prepare two schedules:

a. the daily routine
b. the quarterly schedule (every three months)

Both schedules will contain the following information:

Garden Activity	Starting Date/ Time	Completion Date/ Time	Member Responsible

6. ADVANTAGES OF PLANNING

Write on the space below the advantages you gained from careful planning of your home garden.

What other benefits do you anticipate?

BENEFIT GAINED	BENEFIT ANTICIPATED

7. PREPARING A FAMILY PLAN

It is never too soon or too late to plan your family welfare.

No child yet : If you have not married yet - you have the advantage of preparing a family plan well in advance.

A child or two : If you already have a child or two you need to plan now to avoid any unplanned pregnancies.

Many children : If you already have quite a number of children and want to have just one more or no more, then you really need to consider family planning.

8. PREPARING YOUR COMPLETED FAMILY SIZE

Even now, think through the decisions you may have to make about your family size.

1. How many children do you want to have and feel you can raise properly?

   ▱ number of children desired.

2. What will be the ideal interval or space between each child?

   ▱ average number of years.

3. What will be the advantages to you? to your wife? to your children?

Advantages to you_____

to your wife _____

to your children _____

THINK ABOUT WHAT YOU WILL NEED TO BE ABLE TO CARRY OUT YOUR PLAN

9. YOUR CHILDREN'S SEX

Your plans for completed family size will be greatly affected by your preferences as to the sex of your children.

Go through the following questions and you will see why and how.

1. Do you have a preference as to the sex of your first (or your next child?)

☐ boy ☐ girl

2. If you don't get the sex you wanted in your first child, and didn't get it in the next, what will you do? _____

3. If you have had the number of children you wanted, and they were all of one sex, would you still try to have another child in the hope of at least having one child of a different sex?

☐ yes ☐ no

A FINAL DECISION

4. If you should allow yourself another try (one additional child to what you had planned) would you be resigned if this additional child still was of the same sex?

☐ yes ☐ no ☐ not sure

Would you stop trying and consider your family size completed?

☐ stop ☐ try again ☐ not

Learn about what you need to do to limit your family size.

The family planning worker in your place will be available to help you carry out your family plan.

10. MAKE PLANNING A HABIT

The considerations you have made in the preceeding pages, and similar ones relating to your completed family size, will have to be made continuously over time.

As you make and carry out other plans for and with your family, whether on your garden, your home, your children's schooling, recreation or your business, always review your family plan.

The family planning personnel in your area will be very happy to help you with whatever plans you may have about your family size and how to carry this out. They are interested in being of help to you and your plan for your family's welfare.

MODULE 4 - CARE OF PLANTS

Introduction

The main goal of this module is to provide you with some information on how to care for your plants.

After completing this module you will be able to give proper care to vegetable plants.

This module consists of 6 parts, namely: location and preparation of plot, preparation of planting materials, weed control, control of plants pests, and diseases, fertilizer and watering.

It is hoped that this module will be helpful to you in making a productive backyard vegetable garden.

What You Can Do

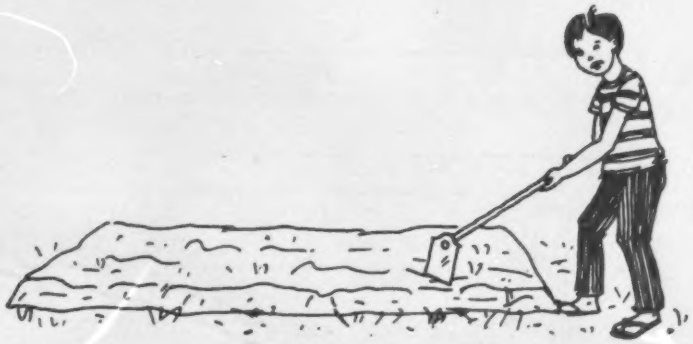
After completing this module you would be able to:

1. Prepare good plots for your vegetable garden.
2. Select the best planting materials.
3. Control the growth of weeds and pests.
4. Apply fertilizer and insecticides properly.
5. Water your garden properly.
6. Sell extra products from your garden.
7. Prevent and control diseases in your family.

Some Reminders

1. Read each part carefully until the end.
2. Pay attention to the illustration for each lesson.
3. Answer each question on a separate piece of paper.
4. After answering, turn to the back page to check whether your answers are the same as those written at the back of the page.
5. If you have any wrong answers, correct the mistakes and read again the part about this.

Location and Preparation of the Garden



The first step in making a backyard garden is the selection of the proper location of the garden and selection of the best varieties of plants to be grown.

The next step is to prepare the garden plots. The plots should be one meter wide, about 25 centimeters high and 5 to 10 meters long. Raised beds are important especially during the rainy season to

provide good drainage for the excess water.

The soil should be leveled and well pulverized. All weeds should be removed.

The beds should be constructed facing the east to provide more sunlight to the plants.

Questions:

1. *The first step in making a backyard garden is the selection of* _____

2. *The plots should face the east to give more* _____ *to the* _____.

Answers:

1. site or location
2. sunlight
3. plants

Preparation of Planting Materials

Following the selection of the proper site and the preparation of the garden plots, the planting materials should be prepared. The suitable seeds, seedlings and cuttings should be selected and prepared ahead of the planting schedule.

Planting materials may be secured from reliable sources like the Bureau of Plant Industry, Bureau of Agricultural Extension, reputable nurseries and neighbours or friends.

Weed Control

After planting, the plants will need much attention and care. It is necessary to cultivate the plots regularly to prevent weeds from growing. Weeds and other foreign growth compete with the plants for sunlight, moisture and nutrient.

Weed control is important to ensure the proper and quick growth of the plants. Weed control should begin as soon as the plants begin to grow. It is much easier to control the newly growing weeds than to wait until they are fully grown. Weed control becomes easier on land that is continuously and properly cultivated.

Exercises:

1. *Weeds should be removed because they compete with the plants for _____, _____ and _____.*

2. *For effective weed control, the plants should be cultivated _____.*

Answers:

1. sunlight, moisture and nutrient
2. regularly

Control of Plant Pests

Another concern in the care of plants is the control of plant pests and diseases. Insects, pests and diseases reduce the productivity and quality of plants.

The control of plant insects and diseases may be done by regularly spraying the plants using the recommended type of insecticides and fungicides and following

the recommended proportion. This recommended proportion should be especially observed during the last day of spraying before harvest.

If pest infestation is very little, spraying may not be necessary. Hand picking might be more practical if the insects are only very few.

Questions:

1. *What do we do to control plant pests and diseases?*

2. *Plant pests and diseases reduce the _____ and _____ of plants.*

Answers:

1. Spray the plants regularly with recommended pesticides or fungicides.
2. productivity and quality.

Disease Prevention for the Family

Just as you protect your plants from diseases and insects, you would also want to protect your family from diseases.

You can easily avoid diseases by:

- building sanitary toilets
- constructing your pump well far away from the toilet
- getting drinking water from artesian or deep wells

- boiling unsafe water for drinking

- raising vegetables on soil not polluted by sewage

- harvesting your vegetables after enough time has passed after last spraying of insecticides.

- washing thoroughly vegetables sprayed by insecticides before eating or cooking

You can control diseases in your family or community by:

- going early enough to the health center or doctor when afflicted with some diseases

- reporting immediately to the health authorities incidence of communicable diseases

Questions:

1. *What do you do if you want to protect your family from diseases?*

2. *How can you control disease in your family?*

Answers:

1. a. building sanitary toilet
b. getting drinking water from artesian well
c. constructing pump for away from toilet
d. boiling unsafe water for drinking
2. going early enough to the health authorities incidence of communicable diseases.

Fertilization

Fertilization is the process of giving the added nutrients to the plants during the period of growth and maturity. The use of the recommended fertilizer increases the yield and improves the quality of the vegetables. Fertilizers provide the minerals, vitamins and other food values needed by the plants.

For better growth, the correct amount of fertilizer should be given. If commercial fertilizers are available, the correct amount should be applied to the plants at the appropriate time. For example, urea or ammonium sulfate should be applied two or three time during the entire growth stages of the plants. The first may be done two weeks after planting and the rest at flowering and before harvest time.

Organic fertilizers may also be used such as manures and composts. Composts may be obtained by making compost out in the backyard. Manures should be available from animal pens.

Questions:

1. *Fertilizers increase the _____ and*

_____ *of plants.*

2. *Two common commercial fertilizers are* _____ *and* _____.

3. *Cheaper kinds of fertilizers are manure and* _____.

Answers:

1. *Yield quality*
2. *urea, ammonium sulfate*
3. *compost*

Watering

Most vegetable crops are shallow-rooted and therefore water application should be as frequent as possible. This is done so that the roots can absorb enough moisture and mineral nutrients which are needed to maintain growth and increase productivity.

To provide the plants with enough moisture, watering may be done three to four times a week. During the hot season watering should be done daily in order to provide the water requirements of plants.

In large scale gardening, the construction of irrigation canals may be necessary to bring water to the plants. In backyard gardens, however, watering may be done with the use of sprinklers or other water containers.

Questions:

1. *Why do plants need water?*
2. *How often should plants be watered?*

Answers:

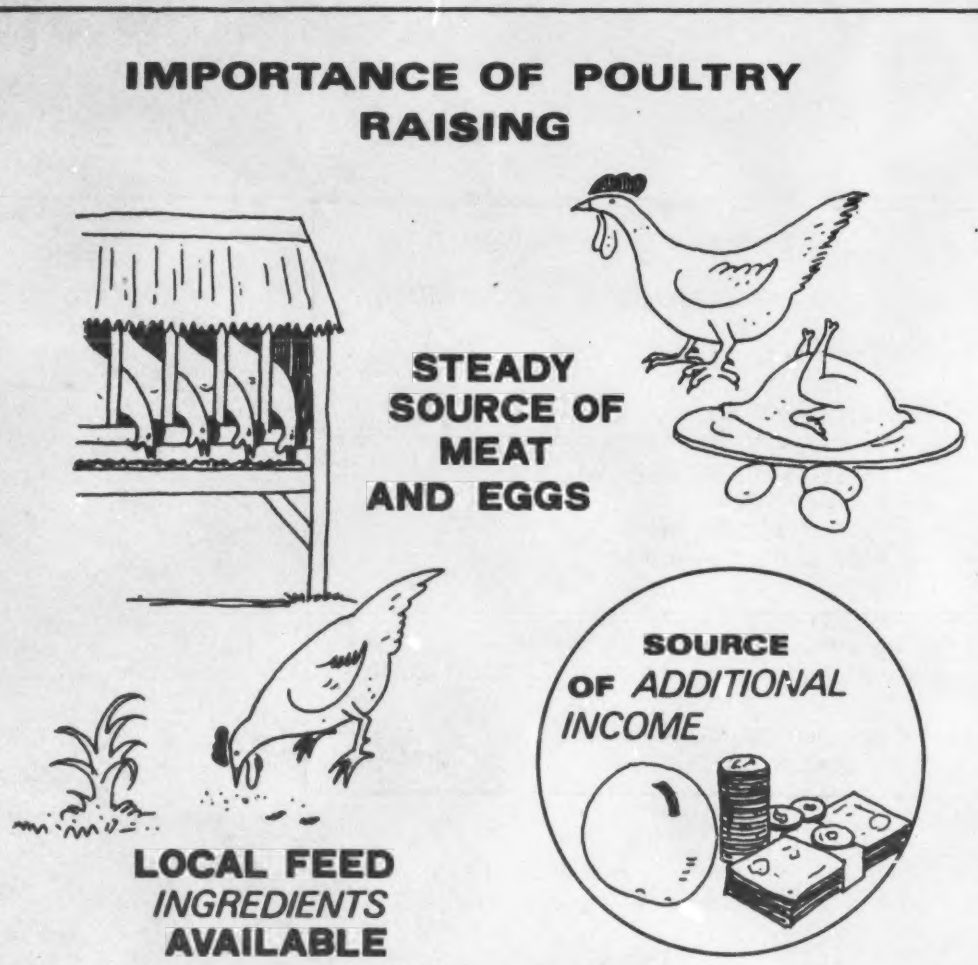
1. *To maintain growth and increase production.*
2. *At least 3 to 4 times a week. More frequent during hot season.*

Evaluation/Review

1. How do you prepare the plots of your home garden?
2. How do you prepare the planting materials for your vegetable gardening?
3. What is the meaning of weed control?
4. What do insects and diseases do to your plants?
5. How do you increase the fertility of your garden soil?
6. How often should you water the plants?

Excerpted from: *Backyard vegetable gardening.* **Sample instructional materials prepared at the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija (Philippines), 18-29 June 1979. 65 p.**

CONTENT:	**INTEGRATING NUTRITION AND POPULATION EDUCATION IN POULTRY RAISING**
OBJECTIVES:	*1. To understand the importance of poultry raising in relation to the family's health and income.* *2. To explain the nutrient content of chickens and eggs as related to the nutrition needs of people.* *3. To describe the special diets for layers and chicks.* *4. To explain the proper poultry feeding practices.* *5. To describe the link between small family size and poultry raising.*
METHODOLOGY:	**INSTRUCTIONAL FLIP CHART AND DISCUSSION**
LEVEL OF USERS:	**ADULT LEARNER**


IMPORTANCE OF POULTRY RAISING
STEADY SOURCE OF MEAT AND EGGS
SOURCE OF ADDITIONAL INCOME
LOCAL FEED INGREDIENTS AVAILABLE

Text for Discussion

CHART 1

Why Go Into Poultry Raising?

- Food for health
- Additional income
- Local feed ingredients are readily available
- Any member of the family can share in taking care of the poultry.

NUTRIENT CONTENTS OF CHICKEN & EGGS

PROTEIN
IRON
FAT

VITAMIN A
VITAMIN B
VITAMIN B_{12}

IRON
PROTEIN
VITAMIN A
VITAMIN D

Text for Discussion

CHART 2

1. Eggs and chickens are full of nutrients.
2. They contain protein, vitamins, iron and fat which help in repairing broken body tissues.
3. As people need to eat balanced diet to be healthy and strong, poultry also needs balanced feeds.

PROPER DIET RESULTS IN HEALTHY FAMILY

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Text for Discussion

CHART 3

1. If people eat the right kind and amount of food, they will be healthy, strong and resistant to diseases.

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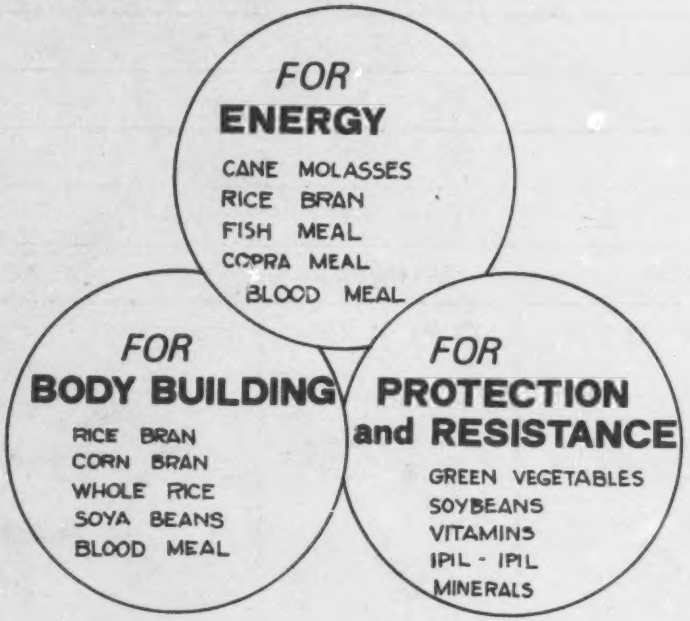
GROUPS
OF FOOD FOR POULTRY



Text for Discussion

CHART 4

Food for the poultry are meant for:

a) Body building such as rice bran, corn bran, whole rice, soyabeans and bloodmeal.

b) Energy-giving, such as rice bran, fish meal, copra meal, cane molasses, and bloodmeal.

c) Protection and resistance, such as Ipil-Ipil leaves, vegetables, and corn meal.

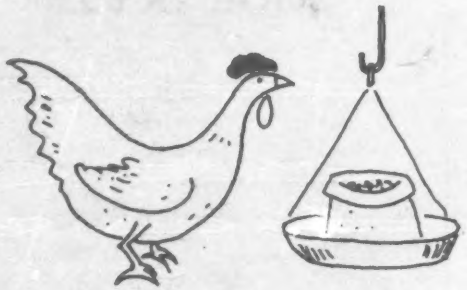
FEED INGREDIENTS	LAYERS FOR 40 LAYERS	CHICKS FOR 83 CHICKS
a. GROUND YELLOW CORN	10 kilos	7½ kilos
b. GROUND SORGUM	15	6
c. RICE BRAN	10	2½
d. COPRA MEAL	2½	3/4
e. SOYBEAN MEAL	3 3/4	4⅛
f. FISH MEAL	3½	3 3/4
g. IPIL-IPIL LEAVES	1½	½
h. GROUND SHELL	2½	.125
i. PHOSPHATE DECALCIUM	.35	.125
j. PHOSPHORUS	¼	.125
k. SALT	½	¼
l. VITAMIN ANTIBIOTIC MIX	½	¼

Text for Discussion

CHART 5

To make layers and chickens healthy and productive, a special diet is needed.

DIET FOR LAYERS



= 125 grams, per day

DIET FOR CHICKS

age

1 - 7 days = 12 - 15 grams, per day

8 - 14 days = 18 - 20 grams, per day

15 - 21 days = 30 - 35 grams, per day

Text for Discussion

CHART 6

Amount of feeds for layers -

125 grams per day

Amount of feeds for chicks -

1-7 days - 12-15 grams/day

8-14 days - 18-20 grams/day

15-21 days - 30-35 grams/day

EFFECTS OF WRONG POULTRY DIET

RICKETS - lack of vitamin D

ATAXI FOWL
lack of vitamin E

CRUSHED TOE PARALYSIS -
lack of vitamin B_2

Text for Discussion

CHART 7

THE LACK OF VITAMINS IN POULTRY

Lack of vitamins in feeds, may result in the following diseases:

Lack of Vitamin E

1. The skin becomes strawberry-coloured particularly under the wings. Edema is noted under the skin.
2. This results in ataxic chicks which are unable to stand or walk. If the chick attempts to walk, it falls over usually backwards.

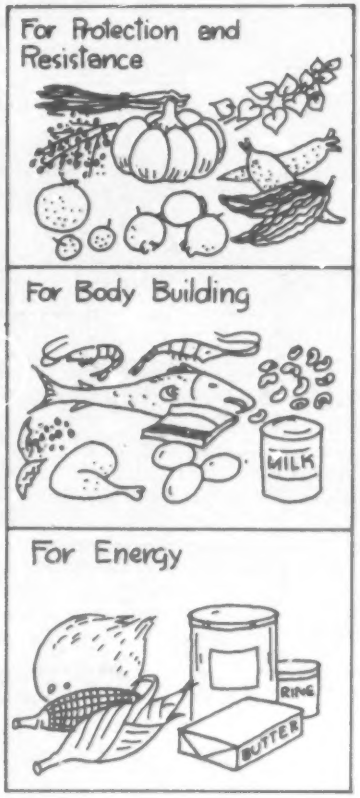
Lack of Vitamin D

Vitamin D is necessary for both chicks and layers. In the absence of vitamin D, young chicks develop rickets. The bones of the entire body become soft and rubbery. The toes spread out and growth is retarded. The eggs become thin-shelled and its production reduced.

Lack of Vitamin B_2

1. The chicks and layers develop "crush toe paralysis".
2. Hatchability is decreased.

FOOD NEEDED BY AN EXPECTANT MOTHER



Text for Discussion

CHART 8

Just as a special diet is needed for layers and chickens, a special diet is also needed for expectant mothers and children.

1. Expectant mothers need to eat the right kind of food, like milk, eggs, meat and vegetables.

2. They should avoid eating too much salty or sweet food.

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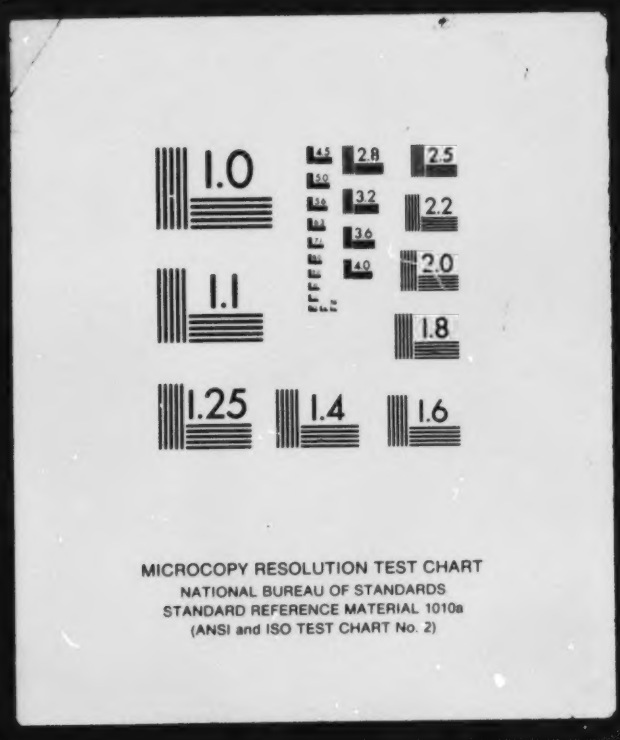

1.0
1.1
1.25
1.4
1.6
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.8
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

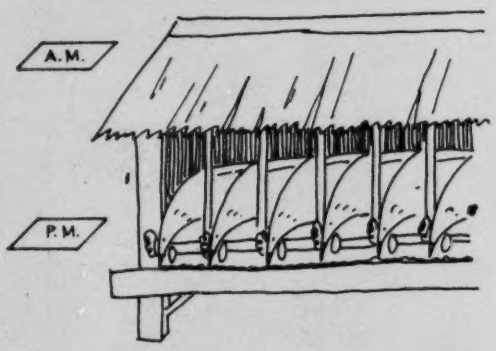
PROPER FEEDING OF POULTRY

1. FEED POULTRY TWO TIMES A DAY

MORNING

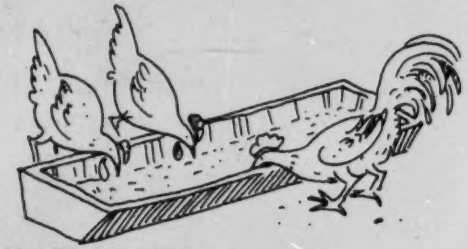
AFTERNOON

2. FEED THEM AT REGULAR HOURS



3. PROVIDE THEM CLEAN, DRINKING WATER AT ALL TIME

4. GIVE THEM FEEDS CONTAINING 18% PROTEIN



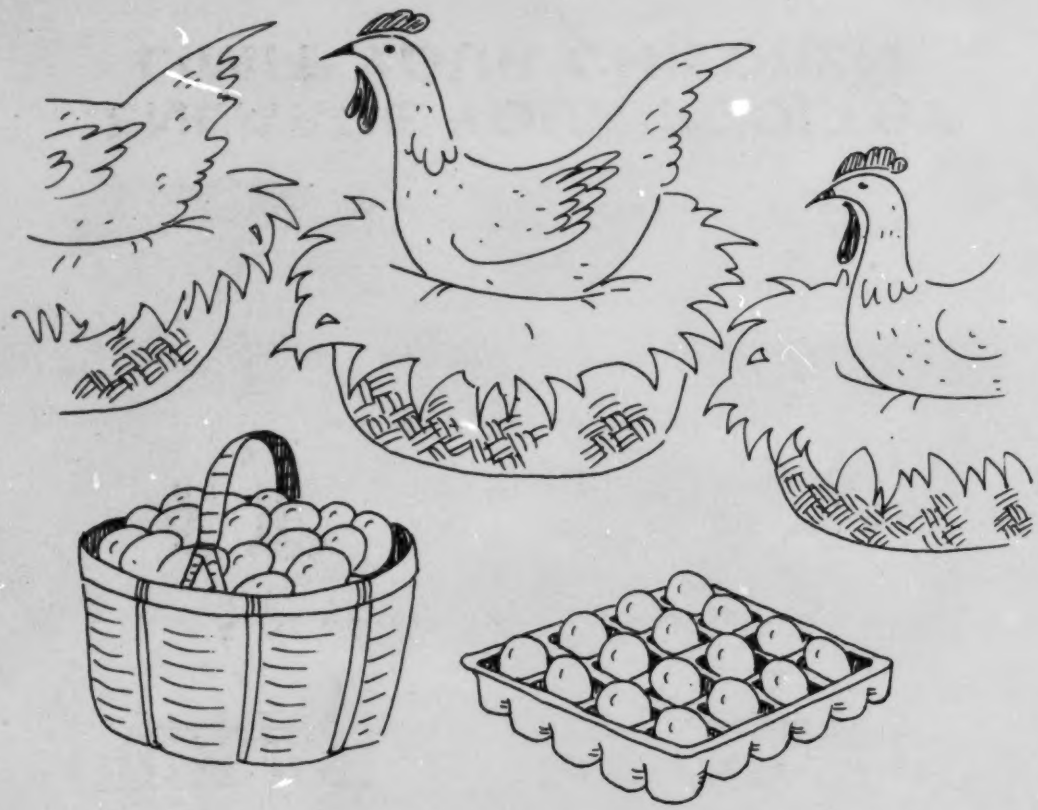
5. PROVIDE EACH 5-6 inches of eating space and 3-4 inches drinking space.

Text for Discussion

CHART 9

POINTS TO REMEMBER WHEN FEEDING POULTRY

1. Feed the poultry twice a day.
2. Feed the poultry at regular hours. If you feed the poultry at 7:00 in the morning and at 5:00 in the afternoon, follow it regularly. If feeding time is to be changed, do it in a period of 6-7 days.
3. Give the poultry clean water every time.
4. Give them feed containing 18% protein.
5. Each fowl should have 5 to 6 inches feeding space and 3 to 4 inches drinking space.

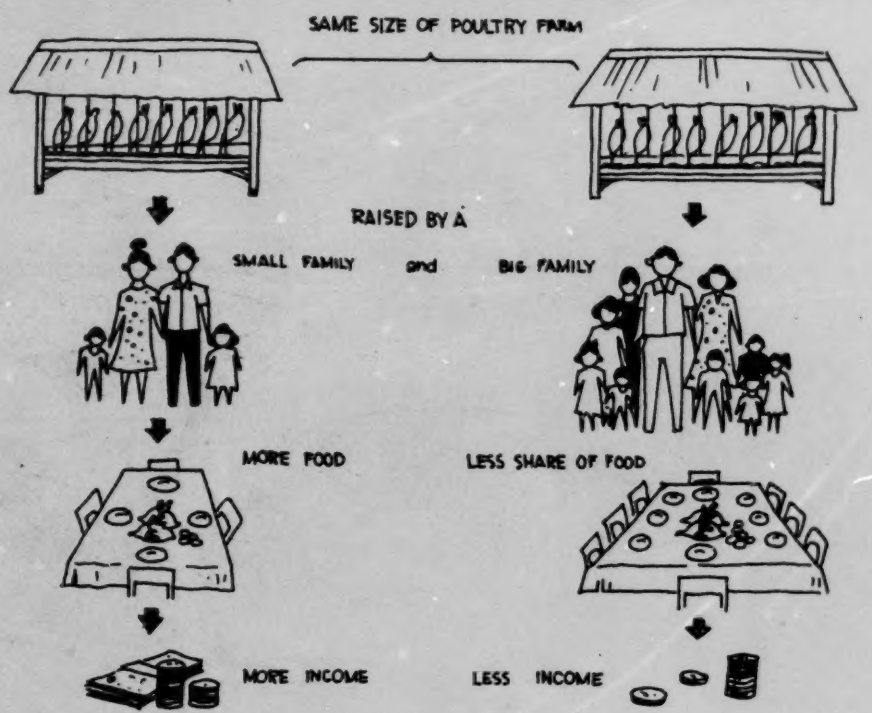


Text for Discussion

CHART 10

PROPER FEEDING RESULTS IN:

- 230 eggs a year per layer or 12 eggs for every two kilos of feeds.
- chicken converts 2½ kilos of feeds to gain 1 kilo weight.



Text for Discussion

CHART 11

Given the same number of chickens and eggs that are raised and produced in a poultry farm, a smaller family will get adequate or more meat and eggs and more income per family member than will a big family per family member.

Excerpted from: *Importance of poultry raising.* A sample instructional material prepared by the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija (Philippines), 18-29 June 1979. 11 p.

CONTENT:	DRESSMAKING AND POPULATION EDUCATION
OBJECTIVES:	1. *To improve dressmaking knowledge and skills to enable them to become economically self-reliant.* 2. *To develop awareness of the ill-effects of rapid population growth.* 3. *To develop favourable attitudes toward planning one's family as an essential component of responsible living; and* 4. *To engage in actual planning and decision-making exercises.*
METHODOLOGY:	GUIDE MATERIAL AND GROUP DISCUSSION
LEVEL OF USERS:	DRESSMAKING TRAINERS

PART I: Dressmaking Tools and Equipment and Tools (conditions) for Achieving Happy and Successful Married Life

Dressmaking	Population Education	Methodology and Activity	Instructional Material
A sewing machine in good working order and selected sewing tools and good equipments can make sewing more fun. They also aid greatly in producing garments of appropriate quality and appearance.	I. <u>Importance of Tools</u> Tools and equipment are not only necessary in the production of ladies' garment but needed in all forms of productive endeavors. In	1. <u>Introduction</u>: At the end of the unit or chapter on sewing tools and equipment, the trainer initiates a group discussion among trainees.	

Dressmaking	Population Education	Methodology and Activity	Instructional Material
Selecting the most appropriate tools and caring for them becomes an important responsibility of a dressmaker. A beautiful and appropriately prepared dress enhances comfort and protection to the wearer. Good tools will save time and labour. The following are the basic sewing tools: 1. Needle for sewing machine 2. Pair of scissors (sharp) 3. Tape measure 4. Gauge or ruler 5. Pins and pin cushion 6. Tracing wheels (tracer) 7. Thread 8. Hard needle 9. Pattern paper 10. Tailor's chalk 11. Pencil 12. Tailors square ruler 13. Hip ruler 14. Dressmaking note book 15. Bobbin 103	farming, one needs farm implements such as plow, harrow, work animals and others before producing rice. In the kitchen you don't only need stoves and pots but also laddles and knives before one can prepare and cook food. Tools and equipment are thus means for the creation and production of any desired product. Likewise desirable commodities can only be produced if there are properly selected instruments and tools to be used. II. <u>Tools for Achieving Happy and Successful Family Life</u>: Happy and successful family life as a desirable condition can only be achieved if certain psycho-social situations and other factors are favourable. The following are some of the important factors young people like the out-of-school youth who would be parents sooner, should know. 1. Attaining, emotional maturity	The trainor sets the tone for group discussion by engaging the trainees in playing group games and singing popular songs. 2. <u>Discussion</u> Group discussion starts by encouraging volunteer trainees to enumerate and describe uses of sewing tools and equipment. Trainees shall be encouraged to share their feelings about the importance of sewing tools and equipment in the production of ladies garments. 3. <u>Synthesis</u> Trainor summarizes the discussion by giving a few statements on the importance of sewing tools and equipment. 4. <u>Guided group inter-action</u> Trainor presents a poster of happy family and guides group interaction as they react to the question, "what tools (conditions and situations) do you consider as favourable for achieving a happy and successful family life?"	Population song Refer to content paragraph I page I Poster of a happy family 104

Dressmaking	Population Education	Methodology and Activity	Instructional Material
	2. Achieving economic sufficiency 3. Developing favourable attitude toward planning one's family as positive components of responsible living. 4. Others.	Every member shall be encouraged to share their ideas and concepts of a successful married life and the manner in which it can be achieved. Group discussion may evolve on the following: a) Behavioral manifestations of a socially and emotionally matured person. b) Indications of an economically prepared young man or women. c) Duties and responsibilities of mothers and or fathers to family and children. d) Duties and responsibilities of children to parents. e) Duties and responsibilities of families to the community. 5. Conclusion: Trainor encourages volunteer trainees to summarize the discussion, and relate the importance of achieving those conditions which contribute to a happy and successful married life.	

PART II: *Importance of* Taking Accurate Body Measurements and Significance of Correct Estimates of the Consequences of Unplanned Families.

CONTENT		Suggested Methodological/ Activity	Instructional Materials
Dressmaking	Population Concepts		
A) Taking Measurements: Much of the success in garment construction depends upon the accurate body measurements. Knowing the measurements will help estimate the amount of clothing materials needed for the garment and ensure best utilization of the cloth. Care should be taken in taking the following measurements: BUST - An easy measure over the fullest part of the body and bust outline. The person taking the measurement stands behind the one being measured. HIPS - An easy measure around the fullest part of the hip with the tape measure parallel to the floor. SHOULDER - From the base of the neck to the end of shoulder bone. WAIST - A snug measure around the body at the normal waistline.	A) Importance of Correct Population Estimates: Equally important with the accurate body measurements for the production of ladies garments is the accurate count of prospective customers from the estimated number of population in order to have a basis for determining the amount of supply of clothing and other dressmaking materials for their dressmaking shop. B) Effects of Rapid Population Growth: A dressmaker should not only be concerned with accurate estimates of prospective customers and amount of dressmaking supplies but also aware of the more serious effects of a rapidly growing population in her locality. She must realize that rapid increase of population in her community adversely affect: a. food supply	1. Introduction: At the end of the curriculum period on "Taking Measurements" the trainer initiates a group discussion among the trainees. 2. Guided Group Interaction: After the trainees have performed some ice-breakers such as games and songs, the trainer presents a poster on taking accurate measurements. Trainees are engaged in describing proper procedures in taking body measurements and encourage to express their views on its importance. 3. Synthesis: Trainer concludes group discussion by emphasizing the important considerations in making accurate body measurements. 4. Population Dynamics Exercises: a) Picture Story:	Poster on Body Measurements Posters on Population Dynamics

CONTENT		Suggested Methodological/ Activity	Instructional Materials
Dressmaking	Population Concepts		
NECKHOLE - Actual measurement may not be necessary Measure: 5 inches for average person 6 inches for stout (or desired) ARMHOLE - Pass tape measure around arm loosely for comfort or take as far as the desired length of the dress. LENGTH OF SKIRT - Take it from waist-line down below the knees or as far as the desired length of the dress. AROUND ARM - A use of the exact measurement plus 1 inch allowance. AROUND WRIST - Use the same procedure in taking measurement. Pass tape measure around wrist inserting two fingers.	b. sanitation and health situation c. environment d. energy consumption e. housing f. others C. <u>Implications of Population Growth</u>: 1. Effects on Maternal and Child Welfare: The number of family members determine to a large extent the average of food intake of the individual members. If the family is small, few mouths will be fed thereby increasing the quantity and quality of food served in every meal. 2. Population, Food Situation and Nutrition: Family size is closely related to the distribution of basic necessities among family members. If the family is big the income has to be distributed among fewer members, hence, a small family can live more comfortably than a large family.	A series of pictures depicting overcrowding shall be passed to all trainees. Each participant shall tell a story out of what they see and relate this to the actual situation in their barangay (village). Every trainee shall be encouraged to relate all possible effects of over-population to the community. b) Circle game: Trainer draws two circles of same size and marked as Circle A and Circle B. Volunteer participants are then called to fill the two circles. Circle A is filled in by 3 members while Circle B is filled by 1 member at a time. When enough members had filled circle A they are asked to remain standing or squating for 3 to 5 minutes. Members are encouraged to express feelings and observations in the exercise. Discussion may evolve on the following areas:	

CONTENT		Suggested Methodological/ Activity	Instructional Materials
Dressmaking	Population Concepts		
	3. Population and Housing: Rapid population growth causes shortage in housing facilities. Emergence of slums and blighted communities are often seen in areas where there is over-population. Example is a large family when members start getting married, they usually settle near their parents' house and by building extension rooms within the parents lot. 4. Population and Education: A continuously growing population would require more schools, teachers, facilities and others in order to be able to attend to the educational needs of the people. 5. Population and Employment: The rapid increase in population each year results in the rise of unemployment in our country. For every 4 new job openings available 14 youngsters are waiting to replace them. 6. Population and Resources: Increase in population in the barrio or community leads to depletion of community	i) physical discomforts of participants while performing the exercise ii) lack of space for participants to move iii) increase of people in a non-increasing land area iv) etc. c) Role Play: Five (5) volunteer trainees shall be asked to role play a poor family of a tenant farmer with 8 children who is having financial difficulties in meeting the food, clothing and educational needs of the children. At the end of the role play, trainees observers shall relate their observations and reactions on the role play using guide questions. Trainer emphasizes that accurate body measurements in dressmaking is as important as knowing the possible consequences of unplanned families. She may add more information on Philippines population growth rates and others.	Role Play

CONTENT		Suggested Methodological/ Activity	Instructional Materials
Dressmaking	Population Concepts		
	resources such as wood, and water supply. With more people building houses, land allotment will be necessarily less. 7. Population and Economic Growth: It is undeniable that families with fewer children can have better chances of saving for future investments on other income generating projects than families with more children. 8. Population and Family Life: When the family is too large, family life becomes less cohesive and less personal. There is less privacy in the home and less attention is given to the family members. Parents tend to become more overworked, too tired to find time for children and themselves. And because of the large number of children, time spent on each individual child would be limited.		

PART III: Importance of Basic and Foundation Pattern and Significance of Planning One's Future Family as Essential Element of Responsible Living.

C O N T E N T		Population/Activity	Instructional Materials
Dressmaking	Population Dynamics		
I. Importance of Foundation Patterns There are common methods of preparing patterns for the various parts of ladies garments. These are basic to the creation of appropriate designs of various types of dresses and fitting them to various body figures. Knowledge of making patterns of several usages is not only important but of practical necessity. These methods include the preparation of patterns for: a) shoulder b) neckline c) bust d) waist line e) hips f) collars g) hemline	I. Importance of Blue Prints for Construction or Production Purposes Equally important with basic patterns for the production of ladies garments, plans and models are necessary to assure the achievement of the desired condition or product. However, appropriate plans and models can be only be developed if one has the knowledge of the procedures in planning. II. Definition and value of Planning Planning is a process of making a mental projection of what is to be done in the future on the basis of needs and resources available. It is an essential part of any undertaking. It is a process of determining in advance workable solutions, procedures to be undertaken and formulation of measures to prove that every procedure had been properly	I. Introduction: At the end of the unit in "foundation to assess knowledge gained in making foundation or basic patterns, trainors meets trainees. II. Discussion: After initiating some group games, trainor encourages trainees to present and describe the uses of the act of basic patterns they've prepared. Each trainee must be able to relate the use and importance of each basic pattern. If not all trainees were able to come out with a complete set of patterns, the trainors may ask the group to give the reasons for not coming out with the expected output. Group discussion may evolve on the following: a) Knowledge of the procedures of making patterns	

CONTENT		Methodology/Activity	Instructional Materials
Dressmaking	Population Dynamics		
	implemented. Thus planning served as: 1. guide in carrying out an activity; 2. provide direction in solving problems and meeting needs; 3. guide in an orderly and systematic way of doing things. III. Steps in Planning 1. Goal Setting: Define and determine the present situation and set up objectives that must be clear, time founded, attainable and measureable. Knowing and defining clearly what one wants in any given activity is a task that cannot be overlooked. A person tends to be more precise, accurate, and fast if he knows what to achieve because this important piece of information focuses one's attention only to the essential and relevant matters. 2. Determining Solutions and Alternatives	b) technique in making glat, rolled and continuous collars. c) making patterns for different body figures such as flat breast, lean breast, fat back, etc. III. Synthesis: After giving the community of all the members' reactions, the trainer enumerates the important procedures not adequately learned by trainees, and emphasizes the importance of patterns in the production of ladies garments. IV. Planning Exercise: a) Presentation of exercise - trainor encourages group members to perform any of the following exercises: - Collage - Tower Building - Dressing up a Statue Trainees form smaller groups with 5 or 6 members. Depending on the exercise to be performed by all groups, sets of materials for use of each group will be distributed simultaneously.	Collage or Dressmaking a statue 4 or 5 sets of newspapers, twigs, plaster, pair of scissors, pine, etc.

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C O N T E N T		Methodology/Activity	Instructional Materials
Dressmaking	Population Dynamics		
	Determining alternative or considering feasible and possible courses of action needed to solve a problem is an integral part of planning. The person has to have one of the solutions in mind and weigh these alternatives which could best solve the problem. One has to consider the resources available. 3. Decision Making Decision making is a process of arriving at a solution, a device to solve the problem. It consists of recognizing what the situation is and what the solution requires and changes if any. 4. Implementation This is the stage wherein the person puts his decision into action. Anticipation of difficulties in implementation is of great help particularly when plans are long term duration.	After brief presentation of the instructions for the exercise the groups will be allowed only 5 minutes to do the exercise. b) Discussing the Exercise: - After five (5) minutes trainees share their experiences/ participation in the group activity. Group interaction will evolve on the following areas: 1. Goal setting: What was the objectives of the group? How did the group set their goals? Did they set any objectives? How did each of the group members participated in setting objectives? 2. Determining alternatives: Did the group agree on a specific procedure to be adopted? What are those materials? Are they appropriate? 3. Decision making: If there were more than one approach proposed what made the group decide on the approach used? What were the factors considered? How did the group arrived at a concensus?	

CONTENT		Methodology/Activity	Instructional Materials
Dressmaking	Population Dynamics		
	5. Evaluation Evaluation is a process of determining whether the objectives are met.	4. Implementation: What were the steps/procedures carried out? What specific tasks and who are the members performing each of the specific activities? Was there maximum participation? (Individual members should be doing their particular tasks in the exercise). 5. Evaluation: What expectations were achieved? What are the evidences which show that certain expectations were realized? What measures were taken to ensure the success of the undertaking? Every trainee must be able to analyse the steps and processes in planning. Strengths and weaknesses of the groups participation in the planning process (in the exercise) shall be identified. c) Synthesis: Volunteer trainee presents the various procedures involved in the planning process. Trainor emphasizes that planning like patterns are necessary conditions for carrying out successfully any undertaking.	

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C O N T E N T		Methodology/Activity	Instructional Materials
Dressmaking	Population Dynamics		
		d) Application: a. Trainor may engage trainees in planning a future dressmaking or other activities.	

Excerpted from: *Instructional material on the integrated dressmaking and population education for out-of-school youths.* A sample instructional material prepared during the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija (Philippines), 18-29 June 1979. 10 p.

CONTENT:	NUTRITION OF WOMEN
OBJECTIVES:	1. *To gain understanding that over-population limits resources available to provide adequate food for women.* 2. *To analyse how diet and family planning influence the health of women.*
METHODOLOGY:	GROUP DISCUSSION
LEVEL OF USERS:	VILLAGE LEVEL WORKERS

CONTENT	METHODS	RESOURCES
Providing and maintaining adequate nutrition essential for the physical health of women and the children they may bear is more of a burden for large families. 1. When planning families, many factors concerning what women eat must be considered. 2. A nutritious diet when a woman is not pregnant is equally as important to future children as a nutritious diet during pregnancy. 3. All family members need to eat certain required amounts of energy, body-building, and protective foods for health.	<u>Presentation</u> Give a short presentation covering the topic of: 1) food groups used in the local area 2) importance of a variety of foods in a woman's diet 3) importance of nutritious diet for women 4) amounts of food from each group required by women of childbearing age. <u>Activity</u> Request that one of the women in the group list all of the foods that she	Food groups in your country. Chalkboard and/or paper, pen.

CONTENT	METHODS	RESOURCES
4. A woman's diet throughout the reproductive years affects her ability to bear children who live and are healthy. 5. Premature births, still-births and other birth abnormalities may be related to the nutritional status of women before they become pregnant. 6. Improving the diet and health of women will help to reduce infant mortality rates and reduce the number of pregnancies required to produce the planned number of children. 7. Women who space their children need time to rebuild their health and nutritional status for future pregnancies. 8. Providing women with the proper kinds and amounts of food during lactation may be economically impossible for some families if they have not planned for additional births. 9. If amount of food is limited by family size and a woman is malnourished, then premature aging and even death may result. 10. The responsibility for sound nutritional health rests with the individual, the family and the community.	has eaten in the past 24 hours. Using this list, classify each food in the appropriate food group. Answer the following questions about this example of a day's diet: 1) Did the woman eat one or more foods from each of the food groups? Discussion Base the discussion on the following questions: 1) Does the women's health influence her children's health? 2) What measures can be taken to improve the health of women and thus the health of their children. Group Discussion Divide the large group into 3 smaller groups. Give each group one of the following questions to answer through discussion and charts or visuals. 1) What measures can be taken to improve the health of women? 2) What influence does diet and the health of women in a population have on the maternal death rates of a country? 3) What influence does diet and health have on a woman's life span?	Chart - Family Planning, Health and Nutrition Relationships. Materials to prepare visuals.

CONTENT:	NUTRITION DURING CHILDHOOD
OBJECTIVES:	1. *To gain understanding that when there are large numbers of children in a society, adults must work harder to feed all persons in the society.* 2. *To identify a child's basic dietary needs.* 3. *To apply knowledge of the child's dietary needs to existing situation.* 4. *To draw conclusions about planned families and good nutrition as components of good health during childhood.*
METHODOLOGY:	GROUP DISCUSSION; PICTURES
LEVEL OF USERS:	VILLAGE LEVEL WORKERS

CONTENT	METHODS	RESOURCES
As family size increases there is greater pressure on adults to provide for the food needs of more children. 1. Childhood is a crucial period as growth and development are taking place. 2. Adequate portions of food from each food group are necessary for proper growth, development, and maintenance	<u>Presentation</u> The teacher should give a short presentation covering the following points:	

CONTENT	METHODS	RESOURCES
3. Quantities of food needed by a child vary throughout childhood. 4. The same basic meals served to adults in the family are suitable for children from age 2 onward. 5. A gradual increase in the total intake from each of the food groups is needed during this period because of the child's steady growth. 6. Children during late childhood are physically active and require foods with a high energy value. Malnutrition and infection during childhood can hinder optimum growth and development. 1. Children from large families are more likely to be malnourished than are children from smaller families when a limited amount of food is available. 2. Being malnourished aggravates parasitic infections in children. 3. Good protein nutrition during this period is important to help the child resist infection. 4. Although children in middle childhood are less prone to many of the infections and parasitic diseases of early	1) Food grouping system used in the local. 2) Adequate amounts of food for children. <u>Activity</u> Have the class plan a day's menu for a family. Discuss the menu in terms of the following: 1) Is a variety of foods provided? 2) What amounts of food does a child need? (consider children at various ages) 3) Would children like these foods? <u>Discussion</u> Show pictures of malnourished children. Ask class to give instances when malnutrition is likely to occur. Discuss the relationships between malnutrition and family planning.	Chalkboard or paper and pens. Pictures of malnourished children. (not included) Contact government health officials for information on deaths related to malnutrition in your country and on malnutrition related to family size, if available.

CONTENT	METHODS	RESOURCES
childhood, they are still growing and the danger of infection is still a consideration.		

CONCLUDING STATEMENT: Children from smaller families spaced 2 to 6 years apart, are less prone to malnutrition and infection and are more likely to achieve optimum growth and development.

REVIEW: Discuss the following statement: We have six children. Having one or two more babies makes no difference. We will find some ways to feed them.

Adapted from: American Home Economics Association. International Family Planning Project. *Integrating family planning and home economics resources handbook - part I - village level.* Washington, D.C., 1977, p. 81-82.

CONTENT:	HEALTH, NUTRITION, SANITATION, INCOME AND THEIR RELATION TO SIZE OF FAMILY
OBJECTIVES:	1. *To inculcate knowledge and practices about good eating habits and nutrition.* 2. *To point out which kinds of foods are nourishing and to encourage people to eat nourishing foods or use substitutes if such foods are not available.* 3. *To convince the learners to keep their houses clean.* 4. *To make the learners realize that frequent pregnancies will undermine the mother's and child's health.* 5. *To encourage the learners to consider the interrelationship between income and the quality of family life and to seek ways to increase family income.*
METHODOLOGY:	PROGRAMMED INSTRUCTION
LEVEL OF USERS:	ADULT LEARNERS

Sample Lesson 1

Rationale

Living conditions in the village, especially in communities distant from modernization, is an important factor affecting the way of life and behaviour of the people in that village. This forces people to live on whatever is available, live in unsanitary shelters (unclean and disorderly) or live with people infected with communicable diseases (tuberculosis, etc.) without realizing the dangers threatening themselves and other members of their families. Some may be conscious of these detrimental effects, but due to circumstances they are forced to remain as they are and accept the consequences although they know that there are ways and means to improve such conditions.

Topics to be discussed

Do you think that eating proper food will keep your body healthy? Why?

Is it true that living in a clean house will make you healthy

Text

Food is useful to the body. It makes the body grow and healthy, and builds up resistance against diseases..Kinds of food which are _____ to the body are cereals, meat, eggs, milk, beans, vegetables and fruits. If we want our bodies to grow and become healthy we should eat many kinds of _____.

useful
food
grow

Sample Lesson 2

Rationale

If you do not eat proper food you will not be healthy and will get sick easily. This is a result of a lack of knowledge about which kinds of food are nourishing, living in a remote locality, impoverishment, drought, etc. Thus, the eating pattern of most people remains poor which causes poor health and illnesses.

Topics to be discussed

Do you agree and think that it is necessary to eat a variety of foods in order to keep your body healthy? Why?

In your own village how are you going to find substitutes for food as recommended in the picture? Why do you choose such substitutes?

Text

Besides rice we should eat meat and eggs because they will make our bodies grow healthy and build up resistance. Mung beans, soy beans, peanuts and _____ are only few among the many which will help make our bodies resistant to sickness. If we do not have _____ and eggs we should eat mung beans, _____, peanuts and other legumes.

meat
soy beans
eggs
eat

Sample Lesson 3

Rationale

In our country there are a great number of rats, flies and mosquitoes because of the accumulation of garbage and dirty waste. These animals and insects are carriers of contagious diseases such as plague, cholera, malaria and hemorrhagic fever. Occupants in houses which are neglected and unclean will be more susceptible to these diseases. Besides they will be breathing polluted air which makes them more prone to illness.

Topics to be discussed

Talk about diseases and dangers brought about by animal and insect carriers of diseases and how to prevent the spread of diseases.

Discuss clean houses as compared to dirty houses. Which is the more immediate cause of ill health.

After this lesson what do you plan to do with your house?

Text

There should be a clean latrine in the house. The latrine should be clean and without odor, and flies should not get into it.

If flies can get into it they will be carriers of contagious diseases such as dysentery, cholera, and intestinal parasites.

We should keep the _____ clean and without odor, and _____ should not get into it.

prevent
latrine
flies
time

Sample Lesson 4

There have been medical reports with supporting evidence that women with frequent pregnancies will tend to have poor physical health, be susceptible to diseases, and age too soon. People should be aware of this fact so that mothers can avoid these problems.

Topics to be discussed

Compare the state of health between a mother of a small family and one with a large family to see whether there are any differences?

Do you agree that mothers with frequent pregnancies will loose their appearance and age too soon? Why do you think so?

In the future should people in your village have big or small family? Why?

Text

A woman who is two-month pregnant should go to see the doctor for a physical examination. The doctor will give her advise on how to keep herself healthy. She should seek a doctor, a nurse, or a maternity nurse for delivery, because the doctor, the nurses, the _____ possess knowledge, skills, and modern equipment for delivery. Both the mother and the infant will be safe. If it is necessary to be delivered by a local mid-wife, she should be _____ by a trained local mid-wife.

maternity nurses
deliver
modern

Sample Lesson 5

Rationale

Normally, families with low income have many problems to deal with and one of the more serious problems is the cost of living. If they were also to have many children their already serious problems would even get worse and would result in the deterioration of the family health both physically and mentally.

Topics to be discussed

Do you agree with the saying that, "A family with many children will be poor"? Why?

Considering your own standard of living do you think you should have a big or a small family? Please explain in detail?

Text

The mother with frequent pregnancy is susceptible to disease, and ages too soon. A child born from such a mother will be unhealthy. If the mother does not want to have an unhealthy child, have an unhealthy body, get sick easily, and _____, she must try not to have _____.

age too soon
frequent pregnancy
sick

Sample Lesson 6

Rationale

Members in any family often complain about expenditures which exceed income. This is because,

1. Present income is too low or
2. Even though the income is relatively high, expenditures are still greater because of having such a large family.

Topics to be discussed

What do you think is the cause of poverty in your family? Have you overcome or found ways to overcome these problems?

In your village what do you think can be done in order to increase the income of your family?

Text

Everyone has a duty towards his family. A family will be happy if everyone knows his duty and has responsibility in his job. For example: parents have to bring up and educate their children, children have to help their _____ do housework, help their parents earn their living and behave well. When parents and children have responsibility in their _____ the family will be happy.

parents
duty
children

Excerpted from: Thailand. Ministry of Education. Division of Adult Education. *Functional Literary and Family Life Planning Project; text and teacher's manual.* Bangkok [1976] p. 52-56, 72-76, 132-134, 156-158.

CONTENT:	**COUPLE COMMUNICATION**
OBJECTIVES:	1. *To gain understanding that family planning means making plans to have only the number of children the couple wants and when they want them.* 2. *To know that communication between couples affects human reproduction.*
METHODOLOGY:	**GROUP DISCUSSION, ROLE-PLAYING**
LEVEL OF USERS:	**VILLAGE PEOPLE**

CONTENT	METHODS	RESOURCES
LESSON I: To realize that couples need to talk about family planning.		
1. Couples can communicate about family planning when they share thoughts, ideas, beliefs or messages. 2. It is very important for couples to make time to talk together about family planning. 3. Talking together affects the life of a couple in many ways and helps them to be happy and grow in understanding. 4. The ways in which a couple communicate may be more important than the words they use.	<u>Discussion</u> 1) Ask group to name some of the things they talk about with their partners. 2) Ask them to say what times are more convenient for them to talk with their partners. 3) The group may or may not mention sex and family planning. If they don't, ask why. 4) Lead them to understand that family planning is very important for parents to discuss together.	

CONTENT	METHODS	RESOURCES
	Role-Play A woman wants to practice contraception. She is afraid or embarrassed to talk about it with her husband. What advice would you give her concerning how to talk about it?	

CONCLUDING STATEMENT: Communication between a man and a woman influences family planning decisions.

CONTENT	METHODS	RESOURCES
LESSON II: To recognize that both the man and the woman work together to plan their family. 1. Neither the man nor the woman alone can solve all family planning concerns. 2. Talking about things that affect them helps a couple to understand, think, plan and live in harmony (peace). 3. Couples can discuss the family size they can have. 4. It is difficult for a couple to take time to talk and plan together when their family is large and there are many children to care for.	Present drama "Family Conflict". Discuss how the situation changed after the couple started talking together. Discussion Lead group to discuss how they plan life together with their partners; e.g., the type of house, number of children, recreation, etc. Have one member of the group summarize the discussion and then get group's reaction. Drama Divide into two groups: a) Have one group dramatize how one couple discussed and planned their	Drama: Family Conflict (attached)

Drama - Family Conflict

Place: A village in Jamaica Time: Morning

Characters: Wife
Husband
Eight Children - only three are present
Home Agent

Wife: The flour is all gone. I need some money to buy some from the shop.

Husband: (In anger). Why did you not tell me yesterday? You should not ask me for money when I am goint out. I have no money today.

Wife; (With some anger). You always come home late; always sitting and talking to your friends at the cross-roads shop.

Husband: You are not to say I sit and talk with friends and I don't come home. At home you are always saying you are sick and your back hurts, the children are crying and sick and talk rude to me.

Wife: Well, they are <u>your</u> children. I am sick and tired of you and the children. I think I will go home to my mother, and <u>you</u> can look after your own house and children!

Husband: If you do that, I will not take you back. You can <u>stay</u> with your mother then and never come back to my house!

(Husband walks out of the house in anger.) Wife sits down and bursts into tears. After a good cry, she gets up and starts tidying up. There is a knock on the door. She does not respond. There is another knock. She does not respond. The door opens slowly and the home agent walks in.

Home Agent: May I come in?

Wife: (Looks at visitor, but continues to work and does not greet her.)

Home Agent: Why, Mary! Are you well? You have been crying. (Very sympathetically.) What is the matter? Has Tom been bad to you again?

Wife: I asked him for money for flour and he got so vexed. I was also angry, but before he left he said I can go home to my mother and stay there. (Starts to cry).

Home Agent: (Putting her arm around her shoulders). Come and sit down. You will feel better. I will make some lemonade. I have walked long and I too am tired.

Wife: (Sitting). It is always so now with us - fight over everything - money, children, food. I am so tired that sometimes I wish I would die.

Home Agent: No! No! Don't say that. It makes us all unhappy. Today I am going to take you out for a visit. You will feel better.

Wife: But where will we go?

Home Agent: I want to show you our community center. The children will like to see the toys and play things we have there. On the way back we can

stop and get flour from Jim's shop. You can pay him later.

Wife: What do they do at the community center?

Home Agent: Many things. There is a clinic where mothers can bring sick children and the doctor looks at them and gives medicine.

There is a room or day care center where mothers who go out to work can leave their babies and older children.

Wife: Who looks after the children?

Home Agent: Women from our district and some are paid workers. They teach lessons to the older children. As a matter of fact, they need a cleaner. Would you like to work here?

Wife: Oh, no! I will not know how to!

Home Agent: Of course you will. What you don't know you will learn. This will help you to earn some more money. The older children can go to school there and start learning.

Wife: I would like to, but what will my husband say?

Home Agent: I am sure he will be glad. If you like, I will return again in the evening and talk things over with him while we all sit together.

Wife: Yes, please come back. I find it difficult to talk to my husband sometimes and especially today when he was so angry. You <u>will</u> come back?

Home Agent: Of course, I will, but let us go now as the center might close before we reach it. (They leave with the three children.)

Same house, two months later.

The Home Agent visits and finds the room neat. The older children are at school. Younger children are clean and neat. Mother and children are going to the community center.

Home Agent knocks and enters.

Home Agent: Good morning, Mary!

Wife: Good morning, Miss Blake.

Home Agent: And how are you today?

Wife: Thanks to you, very well.

Home Agent: You seem happy and I see the children are happy.

Wife: Yes, my working outside has really taught me new things. I am learning how to sew and my children are going to school. But, best of all, we do not fight much now.

Home Agent: I am glad to hear that! How did you manage to change him?

CONTENT	METHODS	RESOURCES
	lives together with the result that they were able to build a house on a small plot of cultivatable land, have 3-4 children, are rearing them well, and the family is happy together. b) Have another group dramatize how the other family did not plan and they quarreled over everything. They built a one-room cottage on a small plot of land, had 9 children, and the family was always in a poor state. Get group to react to the plays. Point out that smaller families allow time to have discussion and not become aggressive toward each other.	
	<u>Discussion</u> Use pictures or flannelgraph to show how couples or families can have discussions together.	Pictures, films or flannelgraph.
LESSON III: To become aware of how family size affects a couple's life together. 1. As the family size increases, there is less time for couples to plan together. 2. If they plan their family well ahead and carry out their plans, they may not have more children than they can properly care for.	<u>Review</u> Before presentation of this lesson find out from group what in the previous lesson interested them and was most meaningful.	Make the following poster - "Which Will You Choose?" 1) Small family, well established, and happy. OR

CONTENT	METHODS	RESOURCES
	Discussion Ask group whether they feel that planning their families together is important for a successful life and why? Small Group Activity Ask individuals to relate likely instances of misunderstanding or disagreement in a family and how they would treat them. Large Group Activity Large group meets to react to small group report. Help group to understand how proper planning can make a family happy, progressive, and enjoy a more satisfying life. Refer group to poster	2) Large family, poor and depressed. "Which Will You Choose?"

CONCLUDING STATEMENT: Good communication between husband and wife helps a couple to better plan their family life.

REVIEW: If you were to explain what you learned about family communication, what would you say?

Wife: At the center the lady explained how we should talk to each other about life.

Home Agent: And do you?

Wife: Yes! He is more understanding now. (Shyly). I have also started to use the pill that the nurse says will stop more children.

Home Agent: Why, Mary, I am so happy for you. You must keep it up. I would like to visit again when your husband is home.

Wife: You are welcome to come any evening.

Excerpted from: American Home Economics Association. International Family Planning Project. *Integrating family planning and home economics resources handbook - part II - village level.* Washington, D.C., 1977, p. 7-12.

CONTENT:	ECONOMIC COSTS OF CHILDREN
OBJECTIVES:	*1. To gain understanding that it costs money for a family and for a society to bring up children.* *2. To identify some of the expenses involved in bringing up children.* *3. To become aware of how more children require greater expenses by families and communities.*
METHODOLOGY:	GROUP DISCUSSION
LEVEL OF USERS:	MARRIED COUPLES

CONTENT	METHODS	RESOURCES
LESSON I: To understand that large families with limited resources may have a difficult time providing for the needs of the children in the family. 1. Family members are responsible for providing for the needs of the children in their family. 2. It takes more to provide for a child's needs as the child grows older. 3. As children grow, they require different kinds and more food. 4. Children need adequate and continuous	The fieldworker will read the Verbal Introduction: We all love our children. Your children are like my own. We all want the best for all our children, for all children of our country. Ask parents to discuss these questions. Write answers on a chalkboard. 1) What would you like to see your children become? 2) What might prevent this from happening?	Reading sheet Chalkboard

CONTENT	METHODS	RESOURCES
LESSON III: To analyse the costs of children to a community. 1. The cost of children to a community will vary according to the number and ages of the children the community must support. 2. More children mean more schools and teachers. 3. School children also need supplies and equipment. 4. The cost of education to parents and to the community increases as the number of children. 5. Children need regular check-ups by a doctor or clinic from birth through adulthood. 6. Community facilities such as play areas and transportation will cost more if there are many children to care for.	<u>Verbal Introduction</u> Fieldworker will be prepared with the necessary information. - There are (state number) children in this village. - There are an average of (state number) children in other villages in our district. - There are (state number) villages in our district. - Altogether there are (state number) children in our district. - The number of children keeps growing bigger as we keep counting them. - Now, let us see how many schools, dispensaries, roads, and other public facilities we have. - I will show pictures and number of the village facilities we have. - I will show a chart of the large population under 15 years of age. 1) How many children in this village go to school? 2) How many children are in each school? 3) What are reasons for sending/not sending girls/boys to school?	Statistics illustrated by pictures. Charts showing growing numbers of children in families, villages, communities, cities. FAO publications.

CONTENT	METHODS	RESOURCES
health care to make sure they will grow and develop properly. 5. The number of children in the family, their ages, and activities affect the amount of space needed by the family in their home. 6. Children's clothing needs vary with the age of the child, the climate, and the culture. It may be difficult in large families to provide the clothing each child needs.	<u>Group Activity</u> Ask individuals to make a list of expenses of things that children need in order to grow and develop. The needs should cover birth through adulthood. Calculate the costs of rearing school-aged children. Discuss the kinds of resources needed to provide children with good food, health care, education, and adequate housing. Ask the group to talk about how they go about buying/providing clothing for: 1) infants 2) children/girls-boys 3) clothing for special occasions 4) clothing for marriage 5) clothing for hot weather 6) clothing for cold weather Ask resource people to suggest action projects for clothing; e.g., cutting, sewing, knitting skills, etc. Develop projects of teaching the skills wanted by the group. List sources of low-cost clothing for family.	Pencils, paper and crayons. Fieldworkers from welfare organizations and vocational schools.

CONCLUDING STATEMENT: The parents of many children have to work hard in order to satisfy the needs of all members of the family.

CONTENT	METHODS	RESOURCES
LESSON II: To know that smaller families are generally better able to provide for the needs of their children than larger families.		
1. The number of children in the family affects how families spend their money.	A family with many children has - many mouths to feed - many children to clothe - crowded living conditions.	
2. It takes more money, time and energy to meet the food needs in families with many children.	Ask the group to answer the following questions and discuss various answers	Pencil and paper.
3. Clothing needs of families with children depend on the ages and number of children in the family—as well as on the climate. It costs more to clothe larger families than smaller families.	1) How would this situation differ in a family with fewer children? 2) How could the situation in the family with many children have been avoided?	
4. As family size increases, more space and equipment are needed for children to grow and develop.	Invite two homemakers—one a mother of a large family and the other of a small family—to tell the group about the clothing needs of their families, the costs, and how they manage to meet these needs.	Two homemakers.
5. Health costs increase as family size increases.	Make/prepare posters showing the comparison between a small family and a large family living in the same size of space. Make up a poem, verse describing the situation.	Posters, crayons, cutting tools, writing tools.
	How many space affect family health?	

CONCLUDING STATEMENT: A small family generally can better provide for the basic needs of all family members.

CONTENT	METHODS	RESOURCES
	Verbally say: This is for our group to know. - We need to think of whether our children have enough schooling to learn and grow up with skills. Encourage the group to answer and discuss these questions: 1) Are there enough facilities such as schools and clinics? 2) If not, why do we not have enough? 3) Identify some action plans that may help to improve community facilities.	Charts, plans, books, paper, pencils.

CONCLUDING STATEMENT: Families and communities share the responsibility for taking care of the needs of their children. A large number of children means families and communities have to work harder to take care of all children adequately.

REVIEW: Prepare posters, bulletin boards, or other visuals to show the relationships between family and community size and family and community resources. Ask group to discuss.

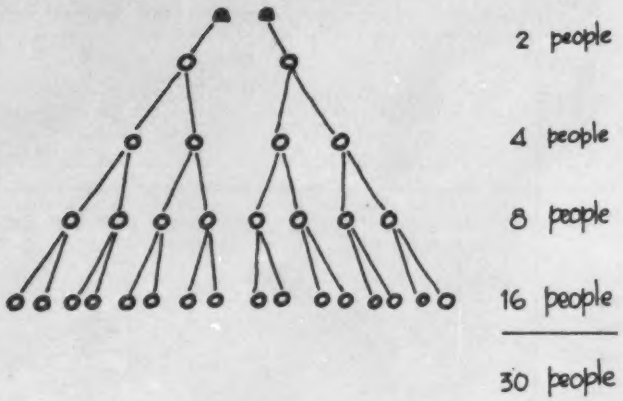
For example: Contrast the number of schools and teachers needed in a community of 200 children and in the same community if there should be 400 children.

Excerpted from: American Home Economics Association. International Family Planning Project. *Integrating family planning and home economics resource handbook - part II - village level.* Washington, D.C., 1977, p. 23-27.

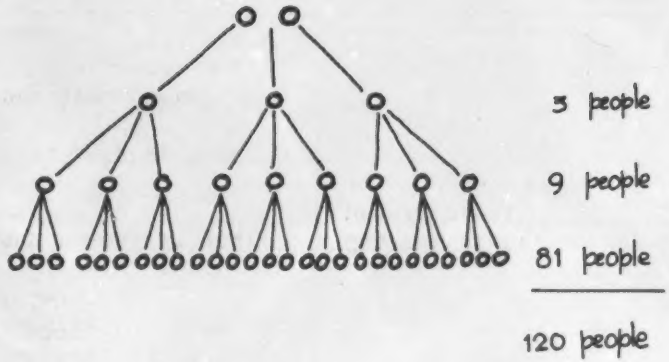
CONCLUDING STATEMENT: A family must consider resources available to provide for the kind and amount of food needed by women when making family planning decisions.

REVIEW: Ask the group to develop a statement which summarizes the relationships between resources, nutrition, health of women, and family planning.

SAMPLE ACTIVITY SHEET--FAMILY SIZE DIAGRAMS



2-Child Families



3-Child Families

Excerpted from: American Home Economics Association. International Family Planning Project. *Integrating family planning and home economics resources handbook - part I.* Washington, D.C., 1976, p. 64-65, 80.

CONTENT:	POPULATION GROWTH, BELIEFS AND PRACTICES, EFFECTS OF RAPID POPULATION GROWTH ON FOOD PRODUCTION, HEALTH, EDUCATION, TRANSPORTATION, MORAL AND SOCIAL LIFE, GOVERNMENT OPERATIONS
OBJECTIVES:	1. *To enumerate the causes of population growth.* 2. *To develop knowledge and understanding on how rapid population growth will affect food production, health, education, transportation, moral and social life and government operations.*
METHODOLOGY:	SELF-INSTRUCTIONAL PAMPHLET
LEVEL OF USERS:	OUT-OF-SCHOOL YOUTH

<u>The Difference Between Family Planning and Population Education:</u>

To many people, family planning means controlling the growth of population by limiting the number of children or to prevent population explosion by means of birth control by using contraceptives.

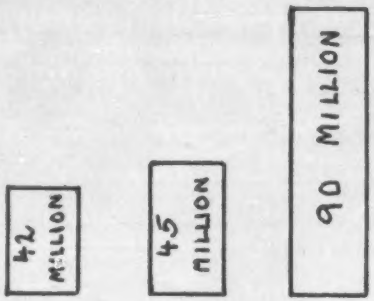
On the other hand, population education is an educational programme which is aimed at giving the youth and parents some knowledge of the causes and effects of rapid population growth: effects of rapid population growth on such matters as health, means of livelihood, environment, food and nutrition, education and employment. Population education is not a propaganda but rather it gives different knowledge on population dynamics which may serve as a basis for people to decide on their family size.

This pamphlet contains questions and answers on population education addressed to the out-of-school youth in the hope that they spread the knowledge to their relatives and friends.

Page 1

What is the present and future population of the Philippines?

Research study made by demographers in 1975 reveals that there were 42 million babies, youth and adult in the country.



This increase in population from 1975 to the present shows that one million a year is added to the population so that by this year, 1979 the population is about 45 million. According to demographers the population doubles at about twenty three years. Therefore, in the year 2000 the population will reach about 90 million.

The rate of population increase of the Philippines at present is 2.16 per cent which is considered one of the highest in the world.

Because there are more children and youth than the adults, it can be considered that the Philippines has a young population. Sixty per cent of the population is composed of 16 years old and below.

Page 2

A. Causes of Population Growth:

Because of the advance of modern medicine, many countries have higher birth rate than death rate. Many people today live longer than 50 years ago.

The coming of people from other countries to the Philippines such as the Malays, Hindus, Chinese, Spaniards, Americans and other foreigners have added to the rapid population growth of the country.

The information on the different concepts in population education and family planning has reached the large portion of the population because of the lack of reading materials, broadcast through the radio and television and organized community assemblies.

Based on some studies, the higher the educational attainment of the husbands and wives, the fewer is the number of children they have in the family. Because of the false beliefs and superstitions of those who did not continue further their education, they do not easily accept the idea of population control.

Although many of the husbands and wives accept the concept of family planning, they cannot practice it because there are not enough family planning clinics especially in the remote villages.

In a report made in 1960, 40 per cent of women in the Philippines marry before reaching the age of twenty. Mothers who marry at a young age usually have many children, especially if they do not practice family planning.

SELF-EVALUATION NO. 1

Please select the best answer by writing the letter or fill the blanks.

1. *The population of the Philippines in 1975 was around (a) 62 million (b) 35 million (c) 42 million Filipinos.*

2. *In the year 2000 our population is estimated to be (a) 90 million (b) 70 million (c) 110 million.*

3. *Our population is considered a y____g population.*

4. *Which of the following do not contribute to population growth?*
   (a) going out to stay in another country
   (b) more family planning clinics
   (c) ignorance

Feedback to Self-Evaluation No. 1.
1. c 2. a 3. young 4. a

B. Beliefs and Practices

Does the Bible not say "Go thou forth and multiply?"

Yes that is why many people do not accept population control. Many, many years ago, there were few social problems in life when the Bible was written.

Does the Roman Catholic church favour or oppose family planning?

No, it favours planning of families but does not agree with the usual family planning methods used. It believes that the number of children is the responsibility of the parents. It favours the rhythm in preventing pregnancy. However, the Protestants accept the artificial method of family planning.

What are some of the beliefs of people in the villages regarding big family size?

Many of the people in the villages favour the ideas of having more children because of economic reasons. Their children can help in the farm work such as planting and harvesting, as well as helping the mother at home.

Another belief or reason for having a big family is their fear of probable death of the children. If there are only two children and both of them die, there will be no more child left. But today, the death among children is very much less, so there is nothing to fear about. But if they have many children, then they can be sure to have some children living with them.

Do we not need children who will take care of us in our old age?

Yes, we do. But if we cannot give them their basic needs such as food, clothing, shelter and education then they cannot do much to help us in the future. Besides, we should not depend so much on our children because they would have their own families.

If the parents have few children they can prepare for their old age. They can save for themselves because there are less children to spend for.

SELF-EVALUATION NO. 2

Fill in the blanks by inserting the letters of the correct answer.

1. *We no longer believe in "Go thou forth and multiply" because of the rapid population growth which brought about more s_____l problems.*
2. *The Catholic church is not against family planning. It favours r_____m as a method.*
3. *The Protestants favour the art_____ method of contraceptives.*
4. *People in the villages favour big family size for e_____c reason.*
5. *Many parents do not rely on their children to take care of them in their old age because their children will have their own fa_____ to take care of.*

Feedback of Self-Evaluation No. 2

1. social 2. rhythm 3. artificial
4. economic 5. families.

Page 4

C. **Effects of Rapid Population Growth on Food Production and Health.**

The increase in population means there are more mouths to feed yet we have not increased the food supply that will meet the need of the rapidly growing population.

The area of agricultural land is getting less and less because this land is used for school sites, housing subdivisions and recreational grounds.

Because of this, there are not enough food so that the cost of food is rising from time to time. This lack of food may also cause malnutrition, hunger and ill health.

SELF-EVALUATION NO. 3

Write the letter of the correct answer.

1. *The area of agricultural land is getting less and less because a) the government buys them, b) farmers go to the cities to find work, c) lands are used for school sites, housing subdivision and recreational grounds.*

2. *The rapid population growth may lead to a) hunger, b) migration, c) epidemic.*

3. *In small size family, the parents can provide the right kind and amount of a) education, b) food c) recreation to maintain good nutrition.*

4. *In building more schools, the area for a) recreational grounds, b) commercial buildings, c) food production becomes smaller.*

5. *The cost of food rises due to a) increase of population, b) increase in the number of school buildings, c) increase of government services.*

Feedback to Self-Evaluation No. 3.

1. c 2. a 3. b 4. c 5. a

Page 5

D. Effects of Rapid Population Growth on Education.

Unless people participate in following and practicing the planning of families, the budget of the national government for education will continue to rise. The government has to put up more school buildings, pay the salaries of more teachers, provide more school facilities and books in order to give adequate education for all the children, otherwise, many of them will remain ignorant and illiterate throughout their lives.

Parents as well will need to have more money to buy the school needs of their children such as notebooks, pencils, books, etc. The cost of these school supplies has also risen.

In cities where there are not enough school sites, the buildings are constructed upward while in the villages school buildings are built sideward. It is therefore necessary to build school buildings upward so as to be able to use wider area for farming.

SELF-EVALUATION NO. 4

Fill the blanks:

1. *Because of the growing population, the b_____t of the government will continue to rise.*
2. *The suggestion of building school houses should be u__w___d to be able to use wider area for farming.*
3. *If the government cannot give reasonable salary to teachers, the q_____ty of education will be affected.*
4. *Children who cannot be accepted in schools may remain ig_____t and illiterate throughout their lives.*
5. *As a result of rapid population growth, the cost of ed_____n has risen.*

Feedback to Self-Evaluation No. 4.

1. budget 2. upward 3. quality
4. ignorant 5. education

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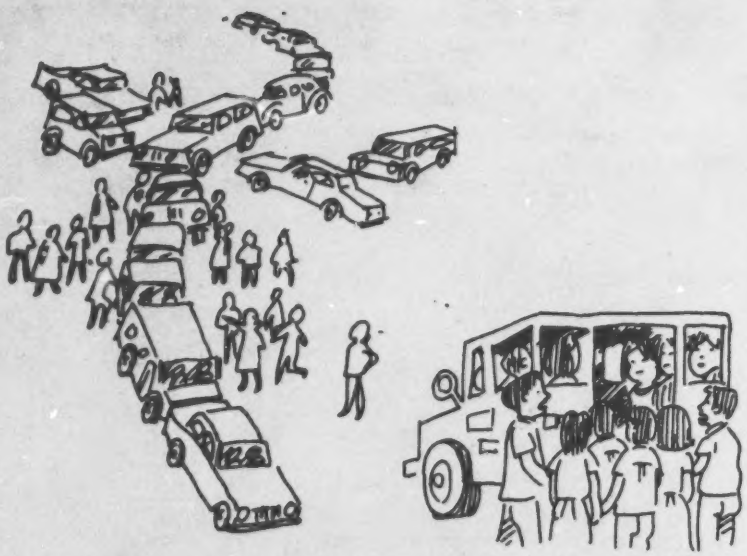
E. Effect of Rapid Population Growth on Transportation.

There are so many people seen walking on the streets or standing at bus stops because of the difficulty of getting a ride. The number of buses, taxis, tricycles and private cars have increased, yet they are not enough to meet the needs of the growing number of passengers.

People have to bear the difficulty of waiting and getting a ride just to be able to go home. Oftentimes, traffic jams occur on the streets thus delaying the passengers to reach their places of work.



Due to the number of trucks, buses, taxis, tricycles and private cars, streets are destroyed especially during rainy season. As a result, the government spends more money for the construction, widening and repair of roads.

Today, we are buying gasoline and diesel fuel at high prices. The high cost of transportation is one of the causes of the rising prices of commodities.

The increasing number of vehicles result in accidents and air pollution. Some of the people who are victims of traffic accidents suffer serious injuries or they die. On the other hand, air pollution endangers the health of the people.

SELF-EVALUATION NO. 5

Write the letter of the correct answer or fill the blanks as the case may be.

1. *When there are many vehicles on the street, we call it heavy traffic. When the traffic is heavy, there is t_____ jam.*

2. *People have to bear the difficulties of w_____ and getting a ride just to be able to go home.*

3. *The smoke coming from the exhaust of vehicles causes p_____on.*

4. *The high cost of imported gasoline increases the cost of c_____.*

5. *The high cost of transportation leads to the increase of prices of a) food, b) housing, c) water.*

Feedback to Self-Evaluation No. 5.

1. traffic 2. waiting 3. pollution
4. commodities 5. a.

F. Effects of Rapid Population Growth on Moral and Social Life.

The rapid population growth creates many social and moral problems. When a place is over-

populated, their relationship with one another becomes impersonal. For example, in the cities where the place is too crowded the spirit of neighbourliness is no longer observed. People become unconcerned with the welfare of their neighbours. The beautiful traditions and culture are not preserved. Most of the people do not show respect for elders, visitors and women.

When a place is less populated, there were fewer social and moral problems. People help one another but now everybody is concerned with his own interest.

Because of rapid population growth, many crimes are committed such as murder, robbery, hold-up, rape and many others. There is therefore a need to find solutions and preventive measures to solve these problems.

SELF-EVALUATION NO. 6

Write the letters of the correct answer:

1. *Overpopulation is usually found in the a) village. b) forest, c) cities.*

2. *Social and moral problems are found in places where population is a) less populated, b) over-populated, c) fairly populated.*

3. *People who do not mind the welfare of others are a) too impersonal, b) friendly, c) co-operative.*

4. *There are more a) social gatherings, b) crimes, c) religious activities in an overpopulated place.*

5. *In the cities where there are many cultural groups, moral and cultural values are a) preserved, b) not preserved, c) modified.*

Feedback to Self-Evaluation No. 6

1. c 2. b 3. a 4. b 5. c

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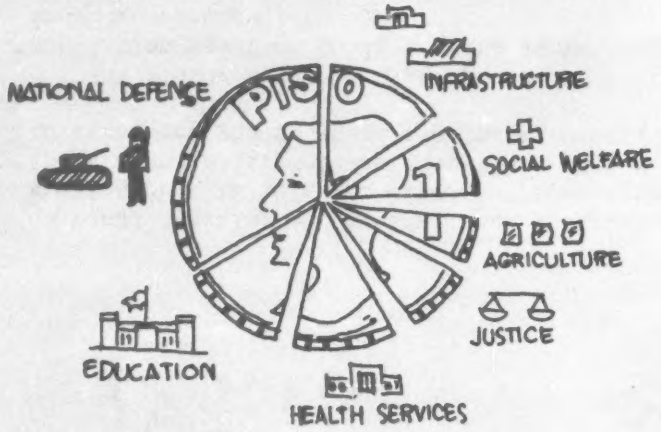
C. Effect of Rapid Population Growth on Government Operations.



Every year the government spends a big amount of money for its operations. Every government agency has its own budget intended to provide the needed social services. The national budget which are distributed to the different agencies come from the taxes paid by the people.

For example, the number of agency personnel in the different ministries, departments, regional and local offices increases every year. Aside from hiring these personnel the government has to set aside money for its infrastructure programme such as building schools, roads and bridges, airports, piers, etc.

Because of the growing number of people, there is also an increase in the number who need health services. The government has to put up more hospitals, health clinics and puericulture centers to serve the growing population.

SELF-EVALUATION NO. 7

Fill the blanks:

1. *Every government agency has its own b____t.*
2. *The national income come from the t_____s paid by the people.*
3. *Schools, roads and bridges are examples of in____ structure programme of the government.*
4. *The government services cannot run smoothly if it does not have enough in_____e.*
5. *The bigger the population, the more people to be s_____d by the government*

Feedback to Self-Evaluation No. 7.

1. budget 2. taxes 3. infra 4. income
5. served

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H. Responsibilities of Parents to Their Children:

At present the cost of living is getting higher and higher. Much of the income is spent

on food, clothing and housing such that only a small amount is left for other purposes. Hence, the responsibility of the father and mother is to earn more and to spend the income wisely.

The rising cost of living is due to over-population, so that child rearing is getting more and more difficult.

The children need decent clothing, right kind and amount of food, proper care and guidance as well as education. They also have other needs such as attention, love, sympathy, understanding and security in life. These needs should be provided by the parents.

From this observation, parents can only meet these responsibilities better if they have less children in the family. For example, if the parents have only two children, they can send them to school and finish college education. But if there are 12 children, most likely, some of them may drop out after finishing elementary education.

SELF-EVALUATION NO. 8

Supply the missing letter to make your answer correct:

1. *Because of the rapid population growth, parents have more res_____es to their children to attend to.*

2. *It is easier for parents to carry out responsibilities if the number of children were l__s.*

3. *The more number of children, the more n__ds to meet.*

4. *The number of children in the family should be in relation to the family r_____s.*

5. *The income of the family should be spent w__ly.*

Feedback to Self-Evaluation No. 8
1. responsibilities 2. less 3. needs
4. resources 5. wisely

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Excerpted from: *Our population and development.* A sample instructional material prepared during the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija (Philippines), 18-29 June 1979. 19 p.

CONTENT:	POPULATION INCREASE AND ITS DETERMINANTS AND CONSEQUENCES
OBJECTIVES:	1. *To show how and why a population of a village increases.* 2. *To explain the results and consequences of a population. increase in a village.* 3. *To offer some solutions to the problem of overpopulation.*
METHODOLOGY:	PAMPHLET
LEVEL OF USERS:	OUT-OF-SCHOOL YOUTH IN THE RURAL AREAS.

The Story of the Barangay Nieves

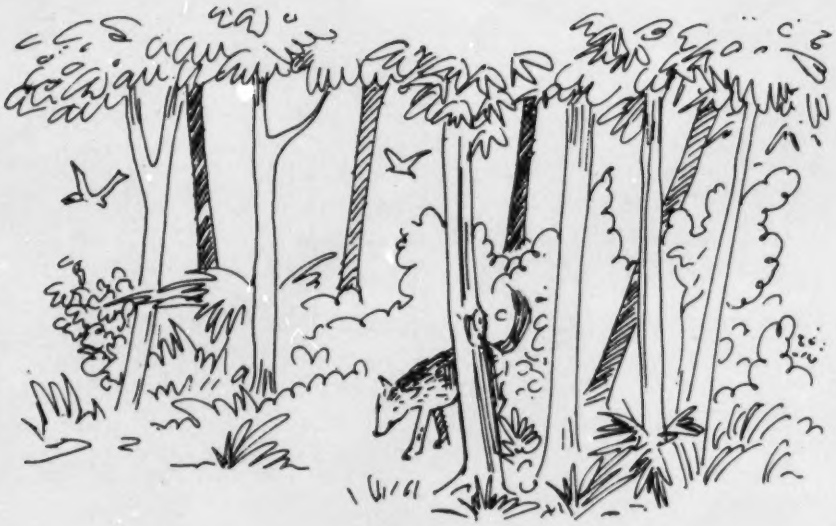
This is the story of barangay Nieves. The barangay came into existence about hundreds years back. The first settlers were leading a happy life. Everybody had enough land and food to eat. People were healthy and had no worries. The population remained more or less stable.

Gradually the golden days passed by. The small population of few settlers grew into a big barrio with 2,400 inhabitants. Life became difficult. There are too many mouths to feed. Children are suffering from malnutrition. There is inadequate provision of safe drinking water and medical aid. The environmental sanitation is poor. There is unemployment among youth. The social and cultural values are getting eroded.

The difficulties are due to large families. Let us keep our families small for a better tomorrow.

TONY: GRANDMA PLEASE TELL US THE STORY OF OUR BARANGAY.

193



ABOUT HUNDRED YEARS AGO THE AREA AROUND NIEVES WAS ALL UNDER FOREST. WILD ANIMALS FREELY MOVE AROUND.

194

ONE DAY FEW FAMILIES FROM OTHER PARTS OF THE PHILIPPINES CAME TO SETTLE DOWN ON THIS BEAUTIFUL LAND.

195

THEY BUILT HOUSES OF BAMBOO AND GRASS, TAMED THE WILD ANIMALS, STARTED DOING FARMING AND FISHERIES.

196

THERE WAS ENOUGH FOOD TO EAT.
PEOPLE WERE HEALTHY.

197

POPULATION GROWTH RATE WAS SLOW DUE TO NARROW GAP BETWEEN BIRTH AND DEATH RATES. THE NUMBER OF DEATHS IN THE VILLAGE WAS ALMOST EQUAL TO THE NUMBER OF BIRTHS.

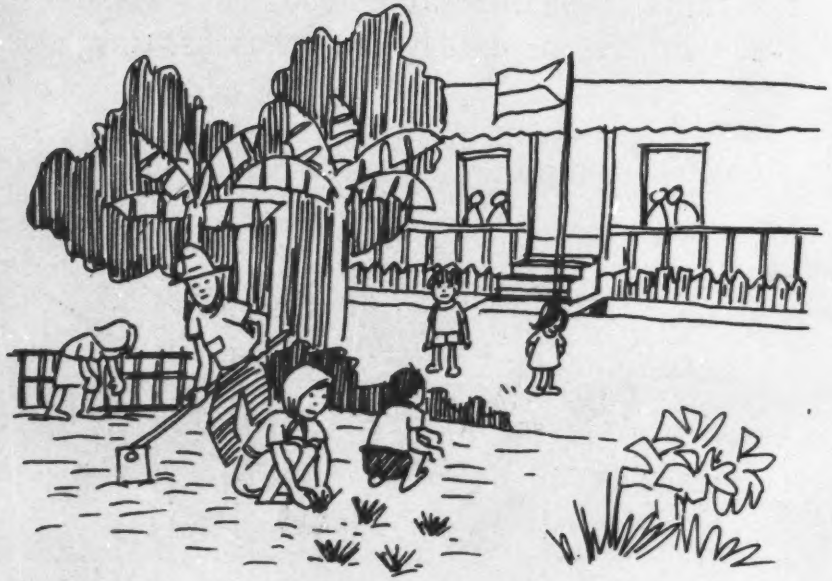
198

PEOPLE USED TO ENJOY THEIR EVENINGS BY DANCING, SINGING.

199

SLOWLY, MEDICAL FACILITIES AND OTHER LIVING CONDITIONS IMPROVED. THE GAP BETWEEN BIRTH AND DEATH RATES STARTED WIDENING.

200



OUR LAND AND RESOURCES REMAINED LIMITED. THE LARGE FAMILY SIZE IMPOSED FURTHER CUTS IN INPUTS LIKE AGRICULTURE, EDUCATION.

201

POPULATION STARTED GROWING AT A FASTER RATE AND SO DID OUR MISERIES. TODAY THE POPULATION OF OUR BARANGAY IS 2,400.

202

FAMILIES COULD NOT AFFORD TO PROVIDE ADEQUATE GOOD FOOD TO THE CHILDREN. DISEASES LIKE RICKETS, BULGING BELLIES, SOFTBONE, NIGHT BLINDNESS AND TUBERCULOSIS BECAME PREVALENT.

203

AN ANEMIC PREGNANT MOTHER.

204

INADEQUATE SAFE DRINKING WATER.

205

SENDING CHILDREN TO SCHOOL BECAME A LUXURY TO THE POOR PARENTS BECAUSE OF LARGE FAMILY SIZE.

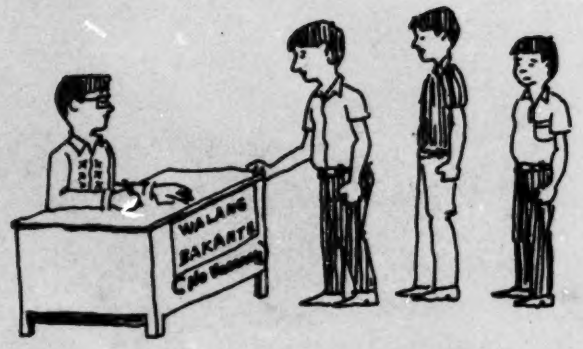
206

ENVIRONMENTAL SANITATION DETERIORATED FURTHER.

207

NUMBER OF UNEMPLOYED YOUTH STARTED SWELLING.

208

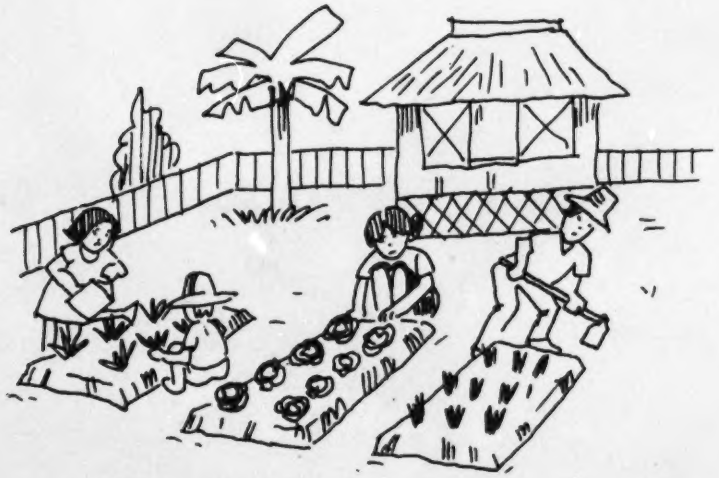


THEY STARTED MIGRATING TO TOWNS IN SEARCH OF JOBS AND OUR VILLAGE BECAME DRAINED OF GOOD TALENT.

WITH THE PRESENT GROWTH RATE, IN THE NEXT 20 YEARS OUR POPULATION WILL BECOME APPROXIMATELY 4,800. THIS WILL ADD FURTHER TO OUR MISERIES.

TONY: O GRANDMA, CAN THESE MISERIES BE AVOIDED?

211



YES, WE CAN, PROVIDED WE PRODUCE MORE AND KEEP OUR FAMILIES SMALL. JUST FATHER, MOTHER AND TWO OR THREE CHILDREN.

212

IT IS AN INTERESTING IDEA. LET ME TELL MY AUNTIE.

Excerpted from: *The story of Barangay Nieves.* A sample instructional material prepared at the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija (Philippines), 18-29 June 1979. 23 p.

CONTENT:	MIGRATION
OBJECTIVES:	1. *To create awareness about the problems faced by the migrating groups.* 2. *To initiate discussion about migration and dependency.*
METHODOLOGY:	PUPPET
LEVEL OF USERS:	ILLITERATE MARRIED WOMEN AND ADULTS

Puppet Play

A. Characters:

1) Young adult - male - Ali
2) Young adult - female - Fatima
3) Old adult - female - Mother of Ali
4) Young adult - male - Ali's friend

B. Theme: Migration

C. Time required for play: 10-15 minutes

D. Objective:

1) To create awareness about the problems faced by the migrating groups

2) To initiate discussion about migration and dependency.

E. Scenario:

- Small village
- Agriculture is the main occupation
- Ownership of land is by landlord
- Most youths are out of job
- Male domination
- Absolute dependency of females on males
- Empty time hangs at the hands of females
- Sub-standard living conditions
- Setting: India

Title - The Lost One

F. Synopsis of the Play:

1) Ali is a young, healthy and active adult. Once upon a time his father owned a piece of land, on which the crops grew. The land now is in the possession of the village landlord.

2) Ali is not able to get work on the farm because the landlord is of the opinion that he does not have the required skill to till the land. His meagre schooling, in the eyes of the landlord,

is a further set-back for Ali. Farming jobs in the village are denied to him.

3) Ali is not able to meet even the simple basic needs of his dependents. He is not able to provide them with two square meals a day. He is depressed.

4) Ali notices that many young men of the village are slowly going out to big cities in search of jobs. This gives him a ray of hope. He asks every migrating friend to help him, if and when he can. In this process, Ali's best friend also has gone to the big city, Bombay.

5) One day, Ali receives a letter from his best friend, asking Ali to see him in Bombay, where he could learn taxi driving for earning some money. Ali finds the offer very attractive and decides to migrate to Bombay. He declares his decision to his family, the young wife and the old mother. In taking his own decision, Ali has developed a hardened attitude. No plea from his mother deters him to change his decision. The young wife is spell bound.

6) Ali arrives in Bombay; learns driving and starts driving taxis in the town. His first-month savings go to the taxi driver union which has helped him in getting this job. Months after months, he plans to save some money for the family. He is not able to either send money or go to visit them back in the village because of the high cost of living in Bombay.

7) Ali often considers about the possibility of calling his family in Bombay. But he is not able to translate his desire in action, because he has no separate accommodation for the family. He has to live in a shared accommodation with fellow taxi drivers, as the rents of private accommodation are beyond his reach on the one hand, and secondly the city suffers from housing shortage.

8) The family being illiterate and scarce with money, cannot even write to him. The waiting is long and demanding on their patience.

G. Issues for discussion:

1) What do we really mean by migration?

2) Why do people migrate?

3) What are the effects of migration on:
   a) individual migrant
   b) dependents of the migrant
   c) community

4) What measures can be taken by the individual, family and community which will solve the problems related to migration?

5) How is the issue of migration related to population growth and population situation?

H. Guidelines for use:

Trainer can use this puppet play for providing practical experiences listed below:

1) Preparation of puppets from low-cost and waste materials.

2) Development of skills in putting up the puppet play in a constrained situation.

3) Motivation of trainees to become knowledgeable about the subject of demography and its relationship with population growth and allied problems.

4) Helping trainees to initiate meaningful discussion with the help of puppet play, thus learning the technique of using folk media for educational purposes..

Excerpted from Unesco. Regional Office for Education in Asia and Oceania. *Report of the Sub-Regional Group Training Course in Population Education, Bangkok, 18 August-5 September 1980.* Bangkok, 1980, p. 37-38.